

EDUCATING FOR DIVERSITY: HOW TO ENSURE TEACHER SUCCESS IN
REACHING CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS

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Abstract

The number of culturally and linguistically diverse (CLD) students enrolled in the United States education system has been on a steady incline, yet, teachers feel unprepared and unable to successfully reach CLD populations (Marbley, Bonner, McKisick, Henfield & Watts, 2007; Melnick & Zeicher, 1998; Richards, 2011). These sentiments impact teacher confidence and competence, which in turn influences classroom dynamics and teacher pedagogy. This influence could potentially lead to a lack of achievement for this population. Variables such as personal background and beliefs, professional development and training, school community and characteristics, and communication with stakeholders, play a role in teacher perceptions towards educating this population and towards their own abilities. Using a quasi-experimental within-participants one-group pretest-posttest design, this study seeks to understand the effectiveness of a three day training on cultural proficiency and efficacy on teachers. In order to conduct this research, 11 participants who taught various grade levels and specialist subjects at a large suburban public elementary school in the mid-Atlantic region, partook in a school-counselor-led PD series which included three 45 minute sessions that spanned from October to December of 2016. Results indicated that there is a correlation between targeted PD and cultural proficiency and teacher self-efficacy when working with CLD populations. These findings support the opinion that, when provided with proper PD and the proper mindset of openness, willingness to expand knowledge, and willingness to step outside of one's comfort zone in order to better understand others within the PD setting, teachers are better able to increase cultural proficiency and self-efficacy when working with CLD populations.

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Chapter I: Executive Summary

In order to narrow the achievement gap, educational policy has recently begun focusing on increasing equity and cultural responsiveness in schools (L. Bowers, personal communication, June 25, 2015). Fundamental to this goal is teacher efficacy and cultural proficiency when working with diverse learners. Research indicates that a number of teachers feel unequipped and unprepared to meet the needs of culturally and linguistically diverse learners (Marbley et al., 2007; Melnick & Zeicher, 1998; Richards, 2011). Reasons for this include historical, contextual, and institutional issues (Klinger, Artiles, Kozleski, Harry, Zion, Tate...& Riley, 2005), lack of teacher preparation to work with CLD learners (Price & Valli, 1998), and teacher biases or misguided perceptions (Finnan, 2013; Gay & Kirkland, 2003; Pettit, 2011).

Professional development aimed at increasing cultural proficiency and teacher efficacy when working with CLD populations has been shown to be effective in counteracting this phenomenon (Karabenick & Noda, 2004; Li, 2013; Meskill, 2005; Murry, 2012; O'Hara & Pritchard, 2008). Moreover, school counselors are primed to be at the forefront of teacher training of this nature, as they hold a unique position in the school that allows them to gather information from multiple stakeholders (Walker, 2006). Through their education and adherence to the American School Counselor Association National Model (2012) of data-driven practices and the American Counseling Association (ACA) advocacy competency frameworks, school counselors also have the skills and the education that allow them to define specific areas of need within the school, to implement and analyze PD, and to continuously act as cultural consultants for school staff (Holcomb-McCoy, 2004; Ratts, DeKruyf, & Chen-Hayes, 2007; Singh et al., 2010).

Background

A growing portion of students in the current American educational system originate from a range of cultures, regions, and backgrounds (Townsend, 2002). Yet, teachers remain monolingual and middle-class Caucasians who lack experience and understanding of diverse populations (García, Arias, Harris Murri, & Serna, 2010; Lohfink, Morales, Shroyer, & Yahnke, 2012; Richards, 2011). This disconnect leads to teachers feeling trepidation about their ability to meet the needs of CLD students (Helfrich & Bosh, 2011; Melnick & Zeicher, 1998; Richards, 2011). Such feelings, as well as teacher assumptions and misperceptions about CLD populations, often lead to negative impact on the success of CLD students (Finnan, 2013; Gay & Kirkland, 2003; Pettit, 2011; Wang, Castro & Cunningham, 2014). As discussed in the next chapter, current literature posits that, when implemented correctly and purposefully, intensive teacher training that focuses on diversity and cultural responsiveness could greatly reduce teacher misconceptions and trepidations, and could strengthen their ability to create a culturally responsive classroom where all students feel safe, able, and encouraged to succeed.

Purpose

This study explored the impact of a counselor-led three session professional development training on teacher cultural proficiency and self-efficacy when working with culturally and linguistically diverse students in an urban elementary school located in the mid-Atlantic region. Specifically, the professional development variables that were explored in this study include: (a) self-awareness and critical self-reflection; (b) understanding of self and others as cultural beings, as well as how relationships and perceptions are impacted by this understanding, and; (c) culturally responsive classroom practices. The research questions guiding this study include:

1. To what extent does cultural proficiency-focused professional development impact teacher cultural proficiency?
2. To what extent does cultural proficiency-focused professional development impact teacher self-efficacy when working with culturally and linguistically diverse student populations?

In conducting this study, the researcher hoped to find significant increases in teacher cultural proficiency and in teacher efficacy when working with CLD students as a result of the PD intervention.

Methodology

Following the Pedersen (2003) process for diversity and cultural responsiveness training, the researcher: (a) conducted a needs assessment to determine specific areas of need within this particular school setting; (b) identified themes based on this data and on current literature; (c) designed a PD plan based on data and literature; (d) implemented the PD with certain participants within the designated school (n=11), and; (e) evaluated the outcomes (Marbley et al., 2007).

For this study, a total of 11 participants (members of the Student and Staff Engagement Professional Learning Community, or PLC, in a large suburban public elementary school located in the mid-Atlantic region) attended a total of three PD sessions, each lasting 45 minutes. These sessions occurred monthly from October to December of 2016. To determine the impact of this PD, a one-group pretest-posttest evaluation design was utilized. Participants completed the Culturally Responsive Teaching Self Efficacy Scale (CRTSES) (Siwatu, 2007) before the PD, and then again at the conclusion of training, in order to determine the impact of the PD training

on cultural proficiency and self-efficacy when working with CLD populations. In addition, they completed evaluations at the end of each session to determine the quality of the PD and presentation, as well as specific areas of strength and of need. Results of these scales and evaluations were then analyzed to determine the quality and impact of this PD training.

Significance of Research

This research study expands on current literature concerning the necessity for ongoing and intensive educator training in the areas of cultural proficiency in order to reduce the achievement gap. The growing population of CLD students in the nation's school systems, the increasing interconnection between cultures, and the subsequent demand for culturally proficient educators to enlighten future members of society, substantiates the recent calls for increased cultural awareness and cultural responsiveness in schools (Batt, 2008; Engle & Gonzalez, 2014; Gay & Kirkland, 2013; Karabenick & Noda, 2004; Li, 2013; Melnick & Zeicher, 1998; Wang et al., 2014). Targeted professional development aimed at increasing teacher cultural proficiency and self-efficacy when working with CLD populations has shown to be effective when executed correctly (Karabenick & Noda, 2004; Li, 2013; Meskill, 2005; Murry, 2012; O'Hara & Pritchard, 2008). This particular research study examines the impact of such PD on a selection of teacher participants in a large public elementary school located in the mid-Atlantic region. With over 30 languages spoken and learners who hail from almost every continent, the unique and affluent composition of this school is atypical of that which has been examined in current studies. Research involving the effectiveness of PD on teachers in such an exceptionally diverse population enhances the existing research and literature on this topic.

Structure of this Dissertation

The next chapter of this dissertation will focus on current research and literature regarding the current overall condition regarding teacher needs in the wake of an increasingly diverse student population. A theoretical overview of drivers behind these needs and potential areas to increase teacher efficacy and cultural proficiency will be discussed, as well as limitations of current research and possible paths to take in response to these limitations.

Following this chapter, the researcher will share findings and implications of a needs assessment conducted with teachers and administrators who hold positions at the school in which this research study was conducted. Analysis and limitations of the needs assessment will be provided, as well as connections to current literature and possible next steps based on findings.

Chapter Four will outline the rationale behind providing cultural proficiency-focused PD for teachers will be examined in the section following the needs assessment analysis. The possible benefits of PD for educator cultural proficiency, specifically within the context of the school utilized in this research study, will be followed by an exploration of research-based PD interventions and the role of school counselors in the implementation and success of PD.

Chapter Five focuses on the PD intervention plan conducted for this research study. Indicators of fidelity, program outcome evaluation, methodology, and evaluation design will be discussed. Strengths and limitations of the proposed intervention and design will conclude this chapter. Finally, a discussion of findings and concluding remarks will be provided. Major themes and considerations resulting from the research study will be detailed. Limitations, considerations for future research, and implications regarding ongoing PD training for teachers will close this dissertation.

Key Terms

As stated, the purpose of this research study is to explore the impact of a counselor-led professional development training on teacher cultural proficiency and self-efficacy when working with culturally and linguistically diverse students. Although certain labels are widely used in literature and education, the philosophies of thought behind them are sometimes broad and therefore, may differ slightly depending on the context. Due to this variation in understanding and meaning, a definition of key terms as they were used in this study is provided below.

Culturally and linguistically diverse: For the purpose of this research study, the term “culturally and linguistically diverse” refers to students whose background, language, beliefs, race, ethnicity, or community differs from that of the teachers and/or their peers.

Teacher self-efficacy: The term “teacher self-efficacy” is used to denote one’s level of confidence in their skills and abilities as an educator of culturally and linguistically diverse students, as studies have displayed a correlation between the level of teacher self-efficacy in these areas and their overall success when working with this population (Ladson-Billings, 2006).

Documentation of Interventions: This title indicates a method in which teachers: (1) identify students who are not meeting specific academic or behavioral goals; (2) determine specific and measurable areas of need; (3) collect data on progress throughout a 6-8 week span, and (4) make

a decision on next steps. This document is typically used to initiate an Individualized Education Plan.

Individualized Education Plan (IEP): For the purpose of this study, this term refers to a documented plan that legally ensures students with disabilities will receive special services and will have equitable access to the curriculum. According to the U.S. Department of Education (2003), there is a parallel between the increase in cultural and linguistic diversity students and the increase in special education services provided, as evidence suggests that CLD students may be overrepresented in the IEP process.

Chapter II. Literature Review

Prevalence

The population of our nation's school system is more diverse than ever (Gay & Kirkland, 2003). An abundance of students now come with various cultural, linguistic, and social distinctions. In order to keep up with these changes and to effectively prepare every student for a successful future, teachers must be able to meet the needs of each diverse learner. They must have a deep understanding and awareness of cultural and linguistic differences, and must know how to differentiate to meet various needs. In addition, teachers must reflect upon their own cultural and linguistic background, and must develop empathy and acceptance of their culturally and linguistically diverse (CLD) students (Chamberlain, 2005; Ford & Kea, 2009; Han, 2013). These factors could significantly increase the ability for a school to convey respect and value for all of their students, especially those with cultural and linguistic differences. Providing this safe environment where students are able to feel successful could lead to the ultimate goal of reducing the achievement gap.

The prevalence of teacher trepidation when working with CLD students is far-reaching. These feelings could negatively impact academic and social success of CLD students (Finnan, 2013; Gay & Kirkland, 2003; Pettit, 2011; Wang, Castro, & Cunningham, 2014). This review will qualitatively analyze the main drivers, as identified in current literature, that lead to teacher apprehension and possible weakened ability to educate CLD students in a culturally responsive and competent manner. In order to better understand this problem, one focal question will be considered: (1) what factors contribute to the lack of teacher self-efficacy when working with CLD students in the mainstream elementary public school setting? The first section will focus on

the theoretical overview of this problem of practice. Following this overview, will be the impact of personal beliefs and background, experience and education, and collaboration and communication. These drivers will be broken down into more specific areas of study, and possible targeted areas for improvement to increase teacher efficacy as identified in current literature. A conclusion will then follow, which will summarize how these drivers impact teacher self-efficacy when working with CLD students, lingering questions and limitations of current research, and proposed next steps.

Theoretical Framework

The mutual and interdependent interaction between behavior, personal and cognitive determinants, and the environment, otherwise known as triadic reciprocal determinism, was first conceptualized by Bandura (1986) in the Social Cognitive Theory. This theory posits that behavior influences, and is influenced by, environment and personal characteristics. People choose their environment and social settings based on personal characteristics and behaviors. These behaviors then reinforce the environment in which they are in, and vice versa. This theory rings true for teachers in their training and development, personal experiences, background and beliefs, and overall personality and mindset in terms of working with CLD students, as these variables could play a key role in how an educator relates to, responds to, or engages with this population (Finnan, 2013). If a teacher believes that they lack the skills needed to teach culturally and linguistically diverse (CLD) students, or if they hold an underlying fear in collaborating with diverse populations, then the likelihood of their success in working with such populations is hindered (Ladson-Billings, 2006). Likewise, if a teacher has personal beliefs that a

particular population is simply unable to learn, then their ability to effectively reach these students is hampered as well (Fitts & Weisman, 2010).

Tied into these interacting factors is the effect on metacognition. This is significant in understanding an individual teacher's beliefs and perceptions about CLD populations.

Metacognitive knowledge, or beliefs about what factors act and interact in certain ways, could have an adverse effect on the teachers' cognitive outcome, as described by Flavell (1979).

Metacognitive experiences and knowledge lend themselves to one's beliefs and understandings of the world around them. Bransford, Brown, and Cocking (2000) stated that "metacognition develops gradually and is as dependent on knowledge as experience" (p.98). If an educator has incorrect or little knowledge about specific cultures or about reaching specific populations based on outside factors such as family values and cultural norms, then this impacts their metacognition and in turn, their cognitive thoughts, behaviors, and actions towards the population (Finnan, 2013).

Teacher beliefs about culturally and linguistically diverse students are partly molded by the environment and social persuasions to which the educator has been exposed (Johnson & Jackson Williams 2015; Jones, 2013). Just as Bransford et al. (2000) explained, the opportunity to use experience is important, and if an educator does not find themselves in an environment that allows them to gain positive experiences and learn with CLD students, then their own capabilities will diminish. If they have been exposed to a homogeneous population more so than a heterogeneous one, have been "told" or have "learned" unfounded or negative characteristics and traits about various cultures, or have not been in an environment where they can gain awareness and respect for this population, then their negative attitudes and beliefs will be

displayed in their interactions with these populations. Moreover, if a teacher has negative perceptions about this population or about their ability to reach them, this may cause them to act in a manner which only confirms their misgivings. This, in essence, would lead to the creation of a self-fulfilling prophecy, as discussed by Bandura (1986), which could then create a snowball effect in which student achievement is diminished (Finnan, 2013).

Critical learning theory considers how the educational system can best meet the needs of all learners, regardless of culture and background context (Ledesma & Calderón, 2015). Current research on this theory posits that a key aspect of teacher attitudes mimic larger ideologies and that culturally relevant teaching requires an understanding of student cultures in a historical and contemporary context (Barnes, 2006; Wiley & Wright, 2004). Ledesma and Calderon (2015) state that we need to explore teaching and teacher subjectivities because they are crucial to student learning. For example, teaching styles that best benefit CLD populations may not be implemented as frequently or as widely as necessary because the research is still in its developing stages and teachers therefore, may not be receiving proper training and resources. In addition, teacher attitudes and relationships with CLD populations can be negatively impacted by teacher subjectivities, which in turn impacts CLD student motivation and sense of accomplishment (Finnan, 2013). Although critical learning theory derived from issues regarding racial differences (Ladson-Billings, 2006), it certainly rings true with cultural and linguistic differences. The attitudes and perspectives of mainstream teachers towards CLD students may have been learned through media, or what they have heard in a variety of other settings from peers, preservice training in their degree program, family members, and colleagues. Without a true understanding of student cultures, values, and belief systems, teachers may find relationship-

building, educating, and empathizing with CLD students to be quite difficult. In order to reach and to build a trusting relationship with culturally and linguistically diverse students, the teacher must first understand who the student is and how this student came to be (Townsend, 2002; Wang et al., 2014). The teacher must also have a concrete understanding of the student in order to bridge the gap between student knowledge and new learnings (Ference & Bell, 2004). Another factor embedded in the critical learning theory is that of cultural discontinuity. Ogbu (2009) defines cultural discontinuity as the differences in school experiences between populations based on discontinuities between cultural backgrounds and the culture of the school. Ogbu explains that the focus of this discontinuity is “most heavily weighted on values, cognitive, motivational, communicative, and interactional domains that are presumed to affect school experience” (Ogbu, 2009, p.290). This is an important factor to take into account when considering ways to promote a safe and culturally responsive school climate in which all students can be successful.

Statement of Problem

The previous section discussed the theoretical framework surrounding the problem of teacher confidence and competence when working with CLD students. This section will explore the problem within the context of public school settings. The population of CLD students enrolled in the United States educational system continues to increase (Gay & Kirkland, 2013; Lucas & Vegas, 2010; Wang, Castro, & Cunningham, 2014). In fact, the National Center for Educational Statistics (2010) reported that public school enrollment in the 2007-2008 school year consisted of 44% minorities, with 14% being born outside of the United States (Gay & Kirkland, 2013). Although this is a steadily increasing trend, access to equitable education for these

students remains an issue. Factors that are associated with this trend include contextual, historical, and institutional issues (Klingner et al., 2005), lack of teacher preparation to work with culturally and linguistically diverse students (Price & Valli, 1998), and teacher biases, assumptions, and perceptions about this population (Finnan, 2013; Gay & Kirkland, 2003; Pettit, 2011; Wang et al., 2014). Many students come from a range of cultures, backgrounds, and regions (Townsend, 2002), while the demographics of educators remain predominantly monolingual and middle-class Caucasians (García, Arias, Harris Murri, & Serna, 2010; Lohfink, Morales, Shroyer, & Yahnke, 2012; Richards, 2011). Teachers have reported feeling unprepared to meet the needs of CLD students (Melnick & Zeicher, 1998). Such feelings impact classroom dynamics, relationships, and teacher pedagogy (Helfrich & Bosh, 2011; Melnick & Zeicher, 1998; Richards, 2011). Teachers who do not receive proper multicultural training may also, even with the best of intentions, unwittingly feed into an oppressive system that causes CLD students to lost access to equitable practices (Finnan, 2013; Siwatu, 2011). In fact, a survey conducted by the U.S. Department of Education in 2009 noted that “a disproportionate number of CLD students are placed in special education” (Scott, Hauerwas, & Brown, 2014, pg. 172) because teachers do not have the cultural proficiency to successfully meet the needs of this population. This cycle of factors could snowball and potentially lead a lack of achievement and access for culturally and linguistically diverse students.

Review of Literature

In an effort to determine the most valuable approach for providing a meaningful and fruitful PD intervention for participants, the researcher examined current research and literature concerning teacher diversity and cultural training. Based on this literature, the researcher

concluded that the main drivers of a lack of teacher cultural proficiency and efficacy include: (a) personal beliefs and background; (b) lack of training and development; (c) lack of communication and collaboration; and (d) school community and characteristics. Current literature also provided the overarching themes that shaped the focus of the PD intervention. The drivers identified in current research and literature are identified below.

Personal Beliefs and Background

A number of challenges exist for teachers who work with culturally and linguistically diverse students. These include limited experience with diversity, misunderstandings, and unfamiliarity of the “funds of knowledge” (student backgrounds and cultural experiences), that culturally and linguistically diverse students can bring to the classroom (Bishop, 2010). Some teachers blame students for outside factors, such as family values and cultural norms, as these factors sometimes impact student ability to access and comprehend instruction due to language barriers, lifestyle philosophies, and various other traits or standards that conflict with those of the educator (Wong, 2008). This then leads teachers to then blame others for educational disparities, exhibit feelings of helplessness, and reject responsibilities such as continuously monitoring progress and adjusting instruction based on student needs (Finnan, 2013). In accordance with the notion that teacher background and socially-constructed values and attitudes impact pedagogy and interactions with CLD populations, Finnan (2013) acknowledged the social construction of self. In the study, she examined how disaggregating teacher and student responses by demographic groups reflected teacher sense of self in terms of their abilities and biases when working with diverse populations. Through examination of classroom environments, Finnan (2013) found that teacher perceptions of this population were low, suggesting that this negative

view comes from teachers' own sense of self and accomplishment as an educator when they compare these students to native-speakers and those who represent the majority population. This sense of self and feelings regarding accomplishment as an educator then impact work with CLD students, as it creates a mental wall, where educators blame other factors or believe that this population is not capable of learning. Finnan (2013) concluded that, while many teachers want to be unbiased and fair, they make judgments based on culturally formed perceptions.

Studies suggest that a lack of cultural competence in many educators today is due to differences in cultural frames of reference (Araunjo, 2009). In addition, a lack of the proper knowledge, skills, and dispositions to teach in culturally responsive ways could lead teachers to deny educational opportunities to culturally and linguistically diverse students (Wong, 2008). In a study conducted by Wong (2008) journal entries from 106 preservice teachers were analyzed to determine patterns of thoughts and behaviors during placement in diverse school settings. Wong's (2008) results indicated that participants were reluctant to work with students who had backgrounds different from their own, and that they saw the relationship as more of a business-like, or cold and formal, one as opposed to a true connection in which the student and teacher understand each other and bond on a deeper level. It was suggested that these feelings derived from miscommunications, anticipatory fears of misunderstandings, and anxieties based on cultural backgrounds and frames of reference. These findings present the need for teacher education to focus on targeted instructional and behavioral strategies to enhance student success when instructing a CLD population. In addition, there is a great need for instructional strategies and support in referencing and utilizing these strategies when working with CLD students (Doorn & Schumm, 2013; Wong, 2008).

Using a Likert-scale questionnaire and one interview session with each of thirty teacher candidates, Doorn and Schumm (2013) found that novice teacher candidates began to feel overwhelmed and incompetent in working with the CLD population as they gained experience in their teacher candidate program. While the respondents initially had a positive outlook on instructing in diverse settings, their feelings changed because they lacked the cultural and instructional frames of reference to successfully meet the needs of CLD students (Rader-Brown & Howley, 2014; Wong, 2008). These findings, again, emphasize the necessity for instructional strategies to work with diverse students, as well as, for support in selecting and applying them within unique classroom contexts, and are reiterated through the research of Wong (2008) and Rader-Brown and Howley (2014).

In a random sample of Ohio elementary school teachers located in schools with the highest bilingual enrollment, Rader-Brown and Howley (2014) conducted a multiple regression analysis to identify significant predictors of teacher use of research-based strategies with diverse students. Findings suggest that teacher attitudes toward CLD students impact the use of these instructional strategies and that bilingual teachers, or those who had attempted to learn a second language, were more likely to use research-based strategies (Rader-Brown & Howley, 2014). In addition, prior training and teacher preparation impacted knowledge of these practices and how to use them. Finally, these findings propose that school resources influence teacher success when working with CLD students. Results of this study also suggested that teachers' negative attitudes may be partly based on threat rigidity, which is the tendency to revert back to traditional teaching methods due to fears stemming from accountability for test scores and student achievement, as well as the rapid influx of culturally and linguistically diverse students

(Rader-Brown & Howley, 2014). In conjunction with Radar-Brown and Howley's (2014) data, current literature states that historical background may play a role in teacher attitudes and beliefs towards CLD populations, as links of historical racism and nativism in the United States to linguistic intolerance in the educational system, have been made (Wiley & Wright, 2004).

Such culturally formed perceptions can be traced back to the discontinuity between teacher personal beliefs and background experience with varying populations. Barnes (2006) researched 24 undergraduate preservice teachers participating in an intensive four-week multicultural preparation course, before being placed in rural and diverse geographic locations. Barnes' (2006) research suggested that cultural discontinuity causes some teachers to ignore the ethnic identities of students, thus devaluing them and impacting attitudes and expectations of both teachers and students. Implications included the need for development programs focus on academic achievement, cultural competence, and sociopolitical consciousness. It should be noted that this was a small sample, therefore, more research should be conducted to determine how K-12 teachers across various regions compare.

Many teachers with little experience or training in teaching diverse students are frustrated with or blame these students for lack of achievement and motivation, yet teachers who had more training in teaching CLD students, exposure to language diversity, or who were bilingual themselves, held more positive beliefs toward this student population (Pettit, 2011). According to Pettit (2011), there exists a "poverty of language learning", similar to Ladson-Billings's (2006) "poverty of culture", in mainstream teacher education. This, according to Pettit (2011), leads to continuing misconceptions, lack of knowledge and skills with CLD communities, and resistance to change in beliefs and pedagogy. In addition, ethnocentrism in teachers, whether is it covert or

overtly revealed, or whether a teacher is aware of it or not, essentially creates a self-fulfilling prophecy for both student and teacher (Plata, 2011).

Sheer lack of experience with CLD populations may also lead to these teacher attitudes and beliefs. Ference and Bell (2004) conducted a two-week constant-comparative study in which teacher candidates were placed in a cross-cultural immersion experience early in their studies, in addition to receiving multicultural training in their degree programs. They posited that cultural preconceptions and misconceptions about such things as immigration and prior knowledge impacted teacher attitudes (Ference & Bell, 2004). For two weeks, the twenty-five participants lived in Latin-American host homes in a predominantly Latin community, and then taught in classrooms that catered specifically to new immigrants. In addition, multicultural coursework was immersed throughout the experience. Findings from this study suggested that participants' perspectives on immigration and the "outsider" mentality, reflection and awareness on personal misconceptions as well as on student background knowledge (schema), and utilization of effective CLD strategies in instruction were impacted in a positive and thoughtful manner (Ference & Bell, 2004). Although this study is insightful, more information should be considered about the structure of such a field experience and whether it is more impactful before, after, or during multicultural coursework, and the impact it would have if placed with other cultural communities aside from a mono-ethnic Latino culture.

Predisposing teacher factors such as background, social influences, and experiences, could possibly impede cultural diversity awareness. In a study conducted by Wang, Castro, and Cunningham (2014), a sample of two hundred and thirty-nine preservice teachers at a Midwest public university completed a battery of instruments over the course of two consecutive

semesters. These tests included the Almost Perfect Scale–Revised (perfectionism), Cultural Diversity Awareness Inventory (CDAI; Henry, 1986), The Individualism-Collectivism Scale (INDCOL), The Color-Blind Racial Attitude Scale (COBRAS), and the Marlowe and Crowne Social Desirability Scale. The purpose of this research study was to determine if factors such as perfectionism, individualism, and racial color-blindness, impeded diversity awareness. Results concluded that perfectionistic discrepancy (the belief that one’s high standards are not being met), vertical individualism (competing with others for status and distinction), and racial color-blindness, are predictors of lower levels of cultural diversity awareness, as they influence teacher perceptions of students, as well as a possible lack of awareness or recognition of culturally and racially-related constraints to equity (Wang et al., 2014). Limitations of this study include the cross-sectional design as opposed to experimental design, which does not provide causal direction of the associations between these variables. In addition, the sample was predominately a heterogeneous mix of white, female students. However, throughout their article, the authors discussed supporting literature from a number of other current studies and sources to complement their findings, all of which indicate that characteristics and related factors do impact teacher cultural diversity awareness (Augoustinos, Tuffin & Every, 2005; Narvaez and Hill, 2010; Unzueta & Lowery, 2008). This provides a strong argument for the need to challenge teacher beliefs, attitudes, and perceptions towards multicultural populations.

This section discussed how teacher attitudes, beliefs, and background effect their ability to work with CLD students. Challenges to teachers when working with CLD populations that stem from these characteristics include: (a) limited experience with diversity, (b) misunderstandings of student strengths, values, and cultural norms, (c) lack of the proper

knowledge, ratio, and dispositions, (d) anticipatory fears of misunderstandings, (e) historical racism and nativism, (f) cultural discontinuity, (g) resistance to veer from status quo, and (h) ethnocentrism. These challenges lead to feelings of helplessness and frustrations for teachers, causing them to blame others for educational disparities or deflect their own accountability (Finnan, 2013). They also lead to self-fulfilling prophecy of failure for both student and teacher (Plata, 2011).

Training and Development

Studies show that many undergraduate programs lack the initiative, continuity, and understanding of the significance in implementing a strong multicultural training program for preservice teachers (Doorn & Schumm, 2013; Fitts & Weisman, 2010; Lohfink et al., 2012; Townsend, 2002). In addition, the professional development and training provided to current teachers is lacking, as well (Fitts & Weisman, 2010; Lohfink et al., 2012). This inattentiveness to establishing and promoting cultural competence and experience for teachers, could be a factor in the lack of confidence and competence when working with culturally and linguistically diverse students. It is one belief that failure to meet the needs of culturally and linguistically diverse students is mainly due to school and teacher variables such as ill-preparedness, thus, a call to action was made from educational researchers such as Townsend (2002) for mandatory teacher certification in culturally responsive pedagogy, or CRP. Recommendations to repair this lack of multicultural training for educators include specific training on values, experiences, verbal and nonverbal symbols, and behavioral norms of various cultures, awareness of personal culture and perspectives and how these factors impact teaching style, field experiences in culturally and linguistically diverse schools with continuous support and discussions about multicultural

experiences, and training in alternative teaching styles to meet the needs of this population of students (Townsend, 2002). These elements of a quality CRP are crucial; coursework in a typical multicultural education program to date tends to leave teachers feeling ill prepared to teach culturally and linguistically diverse children (Gay & Kirkland, 2003, Richards, 2011). Teachers also continue to hold misconceptions about abilities, fail to recognize racial inequality, hold lower expectations for students of color, and lack a sense of themselves as cultural beings (Richards, 2011). In addition, studies indicate that a number of teachers are not aware of how to implement strategies to reach culturally and linguistically diverse students, and that the idea of educating this population was overwhelming for many whom felt underprepared by their teacher training program (Doorn & Schumm, 2013). One way to combat these notions of ill-preparedness and overwhelming feelings is to include multicultural experiences and exposure to critical reflection in teacher training and coursework (Gay & Kirkland, 2003, Richards, 2011, Townsend, 2002).

One element to consider when implementing strong CRP training is the personal, educational, and teaching experiences of those who are instructing and training teachers. Through a qualitative study of nineteen preservice bilingual education teachers and two professors, Fitts and Weisman (2010) found that preservice teachers' cultural conceptualizations were strengthened when working with professors who acknowledged and used preservice teacher backgrounds as a springboard to discuss cultural tensions and topics. Their cultural conceptualizations were also strengthened when professors shared personal narratives that related to social justice, teaching, and methods to connect with culturally diverse students. Presently, this experience is not typical in preservice programs, as most professors have the same

backgrounds as their students, as well as a lack of multicultural experience (Lohfink et al., 2012). In order to provide the best quality of multicultural training, the ethnicity and race of teachers should mirror that of our society (Fitts & Weisman, 2010; Gay & Kirkland, 2003; Lohfink et al., 2012). Therefore, institutes of higher education, as well as inservice training programs, must take action to ensure a greater recruitment and retention rate for culturally and linguistically diverse teacher candidates (Lohfink et al., 2012). Consistent leadership within teacher training programs to dispel miscommunication and a lack of coherence or structural constraints, explicit instruction to expedite effective practice in a culturally and linguistically diverse setting, and the creation of a strong support net within the cohorts to produced more advances reflections and security to share thoughts, positively impacts the recruitment, retention, and success of CLD educators (Bishop, 2010; Daniel & Peercy, 2014; Lohfink et al., 2012; Price & Valli, 1998).

The apprehension to work closely with CLD students may also be due in part to professional development and support within the school system. In a study of five thousand California-based teachers, Gandara, Maxwell-Jolly, and Driscoll, (2005) conducted a survey to determine the main challenges and concerns that teachers had in working with CLD students. Their goal was to understand the challenges prior to developing programs to strengthen teachers' confidence and skills. Findings from this study identified the main challenges that the teachers faced when working with culturally and linguistically diverse populations. These challenges include teacher-parent communication and understanding of home-community issues, variability of student needs, lack of appropriate tools and materials, and lack of adequate support from the school, district, and state and federal policy-makers. These findings highlight that greater preparation for teaching CLD students led to greater teacher confidence, yet, many teachers had little to no

professional development related to this. In addition, the training that was offered was uneven in quality. Although this study was limited to teacher beliefs in just one state, the findings represent the voice of many mainstream teachers as they are true-to-life and honest insights. Karaenick and Clemens (2004) surveyed 729 Midwestern suburban teachers who were recently impacted by increasing number of CLD students. The goal of their research was to understand beliefs, attitudes, practices, and needs related to this population. Results of the survey indicated that, although teachers generally held positive attitudes toward CLD and bilingualism, many held less supportive beliefs, attitudes, and practices (Karabenick & Clemens, 2004). In addition, the majority of respondents were confident in their ability to teach most students, yet were much less confident in teaching CLD students. This finding suggests that there is a decisive need to focus professional development and training on building skills and resources, and enhancing teachers' own sense of competence and confidence. In addition, results of the study indicated that there were significant gaps in teacher knowledge of second language acquisition and learning, as well as quality strategies and techniques educating this population.

This section discussed areas of need and recommendations for growth in multicultural training and professional development for teachers. Recommendations for growth include ongoing training on values, experiences, and behavioral norms of various cultures, awareness of personal culture and perspectives and how these factors impact teaching style, field experiences in CLD schools, and training in alternative teaching styles and resources to meet the needs of this population of students. Continuous reflective discussion and reflection about multicultural experiences in a professional learning community is also suggested. Finally, recommendations included multicultural training for teachers by individuals who themselves are diverse and/or

have CLD experiences. Consistent leadership within teacher training programs to maintain cohesiveness and a shared vision, and training on second language acquisition and how it impacts learning was also discussed.

Collaboration and Communication.

Collaboration and communication is imperative for success in educating culturally and linguistically diverse students (Araunjo, 2009; Gay & Kirkland, 2003). Teachers must have a clear understanding of who they must communicate with, how to communicate with all stakeholders (students, parents, caretakers, staff, resources, administration), who to reach out to in times of need, and how to collaborate and communicate effectively with all stakeholders. Without the aptitude or aspiration to successfully team with stakeholders and maintain open lines of communication, a teacher is impeding their abilities as an educator (Araunjo, 2009).

School-to-home communication with CLD populations is one area in which teachers seem to feel apprehensive (Araunjo, 2009; Lucas & Villegas, 2010). Due to miscommunications and misunderstandings stemming from language and cultural barriers, many educators have difficulties learning to collaborate academically, socially, and personally with linguistically diverse families (Araunjo, 2009). Best practices to alleviate such difficulties include incorporating funds of knowledge and culturally relevant teaching practices, fostering effective communication, and extending and accepting assistance such as mentoring or asking parents to assist in sharing cultural pieces with the class (Araunjo, 2009). These practices could be a part of professional development within schools, should be universally linked to all aspects of teaching within the school community, and should be a daily practice within the school community. A study conducted by Lucas and Villegas (2010) also promotes interweaving these practices into the school culture. The

purpose of their research was to raise awareness of the lack of teacher preparation to work with linguistically diverse students by drawing upon the work of Vygotsky and his Zone of Proximal Development. Vygotsky (1978) concluded that social interaction was crucial to cognitive development, and that second-language acquisition took place predominately in social settings, such as in school with interactions between teachers and peers. In addition, Vygotsky (1978) concluded that input (new information) is impacted by output (demonstration of mastery), and that these factors combined to create social interactions that are conducive to learning. Lucas and Villegas (2010) emphasized the need for teachers to strengthen their notions of input/output and social interaction. Proposals for proper scaffolded instruction include teacher familiarity with student cultural and linguistic backgrounds, understanding of classroom and curriculum language demands and how these impact CLD student input, and general skills for appropriate scaffolding tailored to CLD needs. Training implications for preservice teachers include mandatory courses in language-related instruction and practice, modeling of culturally responsive teaching practices and adapting the curriculum to meet the needs of CLD students, and participation in a fully immersed field placement. While these studies suggest further alterations to the training and development of teachers, they also connect to the teacher's ability to understand, empathize with, and communicate with stakeholders. If teachers have stronger preparation and experience in language-related instruction and communication, then they would possibly become more willing to partake in stakeholder communication and collaboration (Lucas & Villegas, 2010).

Another collaborative and communicative relationship that impacts teacher confidence and competence when working with CLD students is that between educators, particularly between mainstream teachers and English Speakers of Other Languages (ESOL) teachers. In

many cases, collaborative teaching leads to the practice of ‘doubling’ instruction rather than differentiated instruction, and to the subordination of ESOL to the content area teachers (Davidson, 2006). In a three year qualitative and interpretive ethnographic study involving 12 classroom-based teachers and five ESOL teachers, Davidson (2006), determined the effectiveness of and qualities that foster strong and equal collaborative relationships between ESOL and mainstream teachers through the use of questionnaires and interviews. Results indicate that there is a need to establish a clear conceptualization of the task, balance of leadership and clarity of roles, the incorporation of explicit goals for ESOL integration into curriculum and assessment, and the use of diversity as a resource to promote effective learning for all students (Davidson, 2006). Authors identified levels of framework which include: (1) pseudo-compliance, or passive resistance with the desire to stick to more traditional styles, (2) compliance, or efforts geared towards more collaborative roles and responsibilities, and (3) convergence to co-construction and flexible planning. Further research into these levels of framework is needed to determine next steps in training teachers how to reach convergence to co-construction and flexible planning.

This section discussed collaboration and communication between school and community, as well as between school staff members. Challenges identified for collaboration between school and community included miscommunications and misunderstandings between teachers and CLD families. Suggestions to strengthen these communications included teacher incorporation of CLD student funds of knowledge, application of culturally relevant teaching practices, and extending and accepting assistance from CLD families in areas that they are comfortable in (such as coming in to share positive elements of their culture with the class). Professional development

aimed at increasing teacher familiarity with student backgrounds, as well as the demands that second language and academic language acquisition place on CLD students, was suggested as well. In terms of the communicative and collaborative relationship that occurs between educators, challenges that arose in the studies discussed included “doubling up” of instruction, subordination of other teachers to the mainstream teacher, and a lack of effective communication in general. Suggestions for improvement in collaboration and communication between colleagues include a joint creation of clear and explicit goals and purpose, balance of leadership, and clarity of roles.

School Community and Characteristics

School community and characteristics are important to helping CLD students. An all-inclusive and culturally responsive school climate leads to academic and social success, feelings of acceptance, strong community relations, and active involvement in the school by CLD families (Gay, 2002; Gonzalez, 2012). Such schools also promote a shared collaborative multicultural vision for stakeholders (Gay, 2002). An all-inclusive and culturally responsive school climate should include: (a) development of a culturally diverse knowledge base for pre-service teachers, (b) creation of a culturally relevant curriculum as well as a culturally caring learning community, (c) implementation of effective communications, and (d) the delivery of culturally responsive instruction (Brown, 2007; Gay, 2002). These elements are ideal in the quest to provide CLD students with the tools needed for success. Coursework and professional development programs should integrate these elements into most areas of training in order to strengthen teacher competence and confidence in providing proper aspects of these elements to their CLD students.

When considering how to create an all-inclusive and culturally responsive classroom, schools should consider the professional development and training provided to teachers. Training in this area could include strategies for linking the students' native language, culture, and socio-economic backgrounds to academics (Gonzalez, 2012; Helfrich and Bosh, 2011). Training could also emphasize a transformative approach to teacher development which could involve some sort of field immersion, a deep knowledge-base of second language acquisition and limitations involved, an understanding how much English and mainstream culture CLD students are exposed to at home, and knowledge of student background (parent education, siblings, years in the United States) (Fitts & Weisman, 2010; Gonzalez, 2012; Helfrich and Bosh, 2011). The importance of understanding family and cultural background, as well as understanding the process of language acquisition, is an idea supported by researchers such as Menken (2013) and Ladson-Billings (2006). Menken recognizes the importance of allowing CLD students to practice both languages, as findings suggest that limited language restrictions impede student success (Menken, 2013; Yates, 2008).

Opportunities for school staff to engage CLD students at a more intimate level would raise awareness and cultural sensitivity for both staff and student, provide insight and greater empathy of staff towards this population, and promote a shift in cognitive misconceptions by staff, leading to greater social justice in pedagogy (Shi and Steen, 2012). While researching the impact of a program aimed at improving academics and self-esteem in ESOL students, Shi and Steen (2012) found that staff engagement of CLD students in small group and relaxed settings led to deeper conversations and connectedness to one another. Their research, which will be discussed further in the interventions literature review, also found that this form of engagement

had a significant positive impact on student general, social, and home self-esteem, and that it created a caring community for both students and staff.

Discussion and Conclusions

The previous sections of this paper reviewed the current literature as it relates to the identified problem of practice. Main drivers discussed included: (a) personal background and beliefs, (b) lack of training and development, (c) lack of collaboration and communication, and (d) school community and characteristics. This final section will summarize findings, identify questions that remain, and discuss next steps.

As the population of CLD students continues to rapidly rise, so must the abilities of mainstream teachers to successfully meet the needs of this ever-changing population. Current literature identifies underlying causes for lack of teacher self-efficacy and cultural proficiency when working with CLD students as: (1) personal background, experiences, attitudes, and beliefs, (2) multicultural and second language acquisition training, development, and education, (3) collaboration and communication with staff, stakeholders, and resources, and (4) school community and characteristics (Chao, 2011; Jones et al., 2013; Marbley et al., 2007; Schultz & Lee, 2014; Siwatu et al., 2015; Walker, 2006). While personal background and experiences cannot be changed, steps can be taken to develop empathy and cultural competence, and to increase critical reflection and understanding of how one's own beliefs (conscious or unconscious) and teaching styles can impact others. Through this platform of knowledge and understanding, steps could also be taken to strengthen teacher desire and ability to collaborate and communicate with colleagues and community. This communication could lead to increased self-efficacy, as all stakeholders would gain trust and act as resources. In order to increase

teacher self-efficacy when working with culturally and linguistically diverse populations, preservice coursework and professional trainings must be reevaluated and reformed. Teachers must gain a deep understanding of their own culture, as well as the cultures of their students, must gain experience in working with highly diverse populations with support and guidance, must practice critical self-reflection and successful communicative and collaborative strategies, and must practice critical self-reflection to determine how they impact their students.

Although current research identifies a number of challenges and conclusions, some questions still remain. For example, current literature touches on critical self-reflection and open conversation with peers and colleagues regarding multicultural experiences, fears, and concerns within the school setting (Gay & Kirkland, 2003; Han & Thomas, 2010; Howard, 2003; Li, 2013). The structure of starting these conversations, building trust, and utilizing colleagues as resources, remains unknown. How to create an environment where teachers are willing to begin these conversations without being prompted is also a question that remains. In terms of training and development, how to determine specific needs of teachers within a given community, particularly when teachers may not know or be able to articulate their areas of need, remains unknown. In addition, there is the question of frequency and demand in terms of professional development training. To what extent do teachers need training in this area, and how demanding should this training be? Which training practices have been proven most successful and what is the best format to complete this training in?

Moving forward, it would be beneficial to analyze current data-driven multicultural professional training and development in multiple settings, as well as outcomes and teacher insight regarding topics and format. Understanding how to determine specific teacher needs and

how to structure multicultural training around this, as well as how to embed multicultural and multilingual comfort as part of the everyday school dynamic is important. The current literature identifies the main causes that lead to a lack of teacher self-efficacy and cultural proficiency when working with culturally and linguistically diverse students. These causes now can serve as a platform to determine specific and measurable goals, as well as ways to achieve them, in an effort to increase teacher ability to successfully reach this population. Current literature has identified lack of teacher self-efficacy and cultural proficiency when working with CLD students as a problem in our educational system (Chamberlain, 2005; Han & Thomas, 2010; Li, 2013; Marbley et al., 2007; Schultz & Lee, 2014; Siwatu et al., 2015). It has also provided insight into possible factors that may contribute to this problem. Based on this literature, the researcher will focus the next chapter on data regarding this problem of practice within the context of a large suburban elementary school located in the mid-Atlantic region. The researcher created a needs assessment that addresses areas of concern as acknowledged in the literature, in order to identify targeted areas of concern that are specific to the staff at this school. This data was used to determine intervention described in Chapter Five.

Chapter III. Needs Assessment

Purpose

The previous chapter reviewed literature that identifies the main factors related to lack of teacher self-efficacy and cultural proficiency when working with CLD students. These factors included: (a) teacher background and personal beliefs, (b) training and development, (c) collaboration and communication within the school and community, and (d) school community and characteristics. When misconceptions go uncorrected, these factors could influence teacher attitudes and beliefs towards culturally and linguistically diverse students in a negative way, which could then create an environment where the success of this population is hindered. This chapter will focus on lack of teacher self-efficacy and cultural proficiency when working with CLD populations within the scope of a large suburban public elementary school in the mid-Atlantic region.

The school district utilized in this study mirrors data nationwide in that it has seen a rapid influx of diverse families entering the school system. According to research conducted by the school district, CLD students accounted for two-thirds of student enrollment, while nearly three-quarters of the educators within the district were white and mono-linguistic middle class (Scruggs & Bonner-Tompkins, 2004). To address this population change, the Interim Superintendent sent a memo to all principals and directors within the school district on June 25, 2015 entitled “Renewing our Commitment to Cultural Proficiency”. In this memorandum, the Interim Superintendent stressed the importance of staff cultural proficiency, and that strengthening this competence must be a focus of professional development initiatives within schools. According to the school district website’s Operational Budget section, about 13.6

percent of district students received ESOL services, an increase of over 35% in six years. Yet, there are still significant gaps performance (retrieved from http://www.montgomeryschoolsmd.org/departments/budget/fy2015/budgetbrief/english-language.aspx#.VcFNX_IVhBc).

The 2014-2015 data from the large suburban public elementary school involved in this study mirrors that of the county, although the diverse population of this school varies from the predominantly lower socioeconomic, Hispanic, and African American diverse populations of the school district overall. According to the 2014-2015 “At a Glance”, of the 565 total students enrolled at the focus school, the percentage of African American students enrolled in the school was less than 5%, while the percentage of Hispanic students equaled 14.5%. Students who were of Asian descent made up 9% of the student body, while 7.8% considered themselves multiracial. Only 7.4% of the student body participated in the Free and Reduced Meals (FARMS) program.

In the 2014-2015 school year, 13.8% of students enrolled in the school received ESOL services (Retrieved from <http://www.montgomeryschoolsmd.org/schools/somersetes/>). Additionally, 53% of students brought up for documentation of interventions (DOI’s) were English as a Second Language (ESOL) students (B. Flores, personal communication, August 2015). This is notable, as DOI’s serve as a gateway to Individualized Education Plans in which students receive support from the resource department. Moreover, in the 2014-2015 school year, 21.7% of the total office referrals, or incidences of undesired behavior that result in removal of a student from class, were for CLD students (47% of the special population office referrals) (B. Flores, personal communication, August, 2015). In the first quarter of the 2015-2016 school

year, data concluded that 60% of the CLD Kindergarten students were performing below the state benchmark reading levels, and 53% were below the state benchmark math scores. In the same timeframe, 43% of the third grade CLD students were below in both reading and math. Furthermore, 56% of the CLD fifth grade students were below reading level benchmark, while 78% were below in math (B. Flores, personal communication, November, 2015). In addition to this, a 2013-2014 Gallup Poll study given to students revealed a steady decline in student beliefs about engagement and hope in their school. For example, when given the statement “At this school, I have the opportunity to do what I do best every day.” the mean score provided by students was 4.07 on a five point rating. This was a decrease from the 2012-2013 mean score of 4.31. Moreover, when given the statement “My school is committed to building the strengths of each student” scores decreased from 4.60 in the 2012-2013 school year, to 4.30 in the 2013-2014 school year poll. There was also a score decrease of .19 when given the statement “I have at least one teacher who makes me feel excited about the future.” (m=4.41) (Retrieved from <http://www.montgomeryschoolsmd.org/info/gallup/pdf/02405-somersetes-gallup-2014.pdf>).

Data regarding students targeted in the classroom as needing extra support also demonstrates a lack of cultural proficiency and teacher self-efficacy when working with CLD students. Of the 66 total Documentation of Interventions (DOI's) written by teachers in the 2014-2015 school year at this elementary school, 35 were written for CLD students (53%). The frequency of DOI's for CLD students is illuminated when broken down by grade level. For example, 11 of the 19 total DOI's created in Kindergarten were for CLD students (58%) while 100% of DOI's created in second grade were for CLD students. In addition, 9 out of 13 DOI's in third grade (69%) and

eight out of twelve DOI's in fourth grade (67%) were written for CLD students, as well.

Moreover, 100% of the DOI's in grades 1-3 were created for CLD students.

Further information regarding teacher self-efficacy and ability with CLD populations was detailed in a recent survey conducted by the staff development teacher. In this survey, she asked mainstream K-5 teachers to think of one CLD student in their class and answer a series of questions. Based on teacher responses, only 37% said that they have used culturally responsive materials in the classroom. Additionally, a mere 53% said that they know how to reach the parents and communicate home. The survey also concluded that only 84% of teachers knew the language that their chosen student spoke and knew at least one personal detail about the child (Flores, personal communication, 2016).

Many of the school's teachers feel unable to meet the needs of the culturally and linguistically diverse student population. The impact of this problem is evident in students considered for Individualized Education Plans (IEP) and in conversations with staff. Teacher conversations during grade-level team meetings and staff meetings tend to focus on angst over how to help these children succeed, the time required to personalize instruction, and a lack of awareness of strategies in general. A number of elements specific to the school community may lend to this problem, as well. Due to the location of the school in an affluent suburban neighborhood, it is populated with a number of students who were born to foreign diplomats and other international families visiting from various regions around the world. This variation among diverse students leads to a variety of cultural norms, values, behaviors, and communication styles. If teachers are not fully aware of these differences and how to respond to them within each culture and context, it could lend to apprehensiveness and misperceptions about student

abilities, motivation, and experiences. In addition, the location and economic standing of the community provides families with easy access and inclination to seek outside help such as tutors, extracurricular coursework, therapy, and workshops. Teachers are well aware that, due to the affluent community and parent access to resources, the majority of the student population is receiving specialized instruction outside of school, which in some cases, leads to a lack of accountability for meeting student needs. The staff population itself may impact teacher self-efficacy, as the majority of mainstream classroom teachers are white, middle-class, and come from homogeneous backgrounds with little to no multicultural coursework in their toolbox (see Table 2). This lack of diverse backgrounds and experiences may impact teacher ability to be responsive or to fully recognize the effect of cultural differences in social, academic, and behavioral differences. Therefore, based on the current state of the school in terms of staff and CLD students, this study focuses on K-5 classroom teacher competence in working with CLD populations at the school.

The current problem was operationalized into variables based on measures used in current literature and data collected by the district, as well as by the school itself. These variables include the determination of “culturally and linguistically diverse students” and “teacher self-efficacy” when working with CLD populations. Personal background, communication style and frequency of communication with the target population, belief systems, and training related to diversity and language issues, was examined as well. Current research and instrumentation used to capture comparable data in various professional settings (such as business, medical, and educational) served as a guide to establish the Examining Teacher Self-efficacy When Working with CLD Students. The questions were adapted from: (a) Conducting a Cultural Competence

Self-Assessment (Andrulis et al., 2015), (b) Promoting Cultural and Linguistic Competency Self-Assessment Checklist for Personnel Providing Primary Health Care Services (Goode, 2009), and (c) A Self-Assessment of Multicultural Awareness, Knowledge, and Skill. (n.d.). This survey was created in both a self-assessment format for mainstream teachers (Appendix B) and in a format suited for administrators, ESOL teachers, and para-educators (Appendix C). The self-assessment consisted of 31 items. There were 29 Likert scale questions and 2 open-ended qualitative questions aimed at measuring teacher beliefs regarding strengths, areas of improvement, and challenges when working with CLD populations. The assessment created for administrators, ESOL teachers, and para-educators, consisted of 16 Likert scale questions and 2 open-ended questions aimed at measuring their beliefs on strengths, areas of improvement, and challenges. This instrument measured the knowledge, awareness, and skills of mainstream teachers when working with CLD students. It also measured the background, personal beliefs, and level of experience and training related to working with culturally and linguistically diverse populations.

Goals and Objectives

The purpose of this needs assessment was to investigate the needs and self-efficacy of mainstream teachers in a K-5 public school setting in terms of the instruction and support that they provide for culturally and linguistically diverse students. The needs assessment also helped to determine areas of need and professional development for teachers when working with culturally and linguistically diverse populations. Through an online survey, teachers, administrators, and para-educators answered questions regarding knowledge, awareness, experiences, attitudes, and skills related to relationships, instruction, and ability to successfully

work with culturally and linguistically diverse students. The research question used to guide this study asked:

1. *What factors contribute to the lack of teacher self-efficacy when working with CLD students in the mainstream elementary public school setting?*

Methodology

Problem of Practice Setting and Study Respondents.

A total of 24 teachers received the on-line survey (see Appendix B). Five were kindergarten teachers, four were first grade teachers, four second grade teachers, three third grade teachers, four fourth grade teachers, and four fifth grade teachers. These possible respondents included 22 females and two males. Two of these teachers were African American, while one was Asian, and 21 were Caucasian. Teaching experience ranged from one year to forty-three years, and 100% of the teachers were considered Highly Qualified through state standards. In all, 13 out of the 24 teachers completed the survey (54%). In addition, ESOL teachers, para-educators and administrators, who can offer another perspective of mainstream teachers interactions and skills when working with CLD students, were offered the opportunity to complete the survey (see Appendix C). These respondents included the principal, assistant principal, staff development teacher, reading specialist, two ESOL teachers, and four para-educators. These possible respondents included nine females and one male. One respondent was Asian and nine were Caucasian. In all, 9 of the 10 possible respondents completed the survey (90%).

Variables Used in the Analysis.

Based on the emphasized areas of study within the current literature, four concepts were examined in order to determine the prevalence of this problem and possible factors that the problem may be rooted in. These concepts included: (1) teacher attitude and beliefs, (2) teacher background and training, (3) communication and collaboration, and (4) school environment.

The determination of “culturally and linguistically diverse students” was one variable addressed. For the purposes of this study, CLD students were defined as all K-5 students within the school setting whom have been identified at all levels of ESOL or as having a cultural background other than the “typical” white, upper-middle class school culture. “Teacher self-efficacy” was another variable addressed. In the context of this study, teacher self-efficacy included the belief in one’s level of cultural competence, as well as the belief in one’s ability to apply this cultural knowledge, awareness, and skill in the classroom and school community. These areas were measured using the survey instrument. Cultural knowledge included teacher familiarity with language barriers, values, beliefs, norms, attitudes, and behaviors of the various cultures within the school community. Cultural awareness included teacher comprehension of and ability to distinguish differences between cultures and language obstructions. Cultural skills included teacher ability to reflect on these differences and adapt communication style, pedagogy, mindset, attitude, and behaviors, to meet the needs of students with cultural and linguistic differences. Knowledge and utilization of evidence-based skills and techniques for successfully reaching this population was also included in teachers self-efficacy, as well as: (a) positive and negative impact of teacher background and experience with culturally and linguistically diverse populations, (b) viewpoints about personal capacities to successfully communicate with and

reach CLD students academically, morally and socially, and (c) general personal reflections on abilities and relationships with CLD populations.

Data Collection Methods.

The most substantial data came from the results of the *Examining Teacher Self-Efficacy When Working with CLD Students* (McGrady, 2014). This survey was completed online through Google Docs by mainstream teachers, administrators, para-educators, and ESOL teachers. Prior to data collection, teachers received a hard copy of the needs assessment informed consent (see Appendix A), as well as an electronic copy of the survey through the school wide email system. Mainstream teachers were then sent their version of this survey, both through their individual email accounts and through a link provided in the school wide email system. The same actions were taken to provide the administrator, para-educator, and ESOL teacher version of the survey (see Appendix C). Once staff received this material, they returned the signed informed consent to the researcher, completed the survey, and returned the completed survey to the researcher via email within the allotted two- week timeframe.

The outcome of these surveys provided a deep understanding of teacher beliefs and attitudes towards this population, as well as towards their own self-efficacy in reaching culturally and linguistically diverse students. In addition, the comparison of mainstream teacher perspectives to those of administrator, para-educator, and ESOL teacher, provided interesting insight. Results of the outsider perspective survey (administrator, para-educator, and ESOL teacher) afforded a more comprehensive indication of this problem of practice within the context of the school. The outcomes of these surveys also assisted in determining the three targeted themes of the PD training of: a) self-awareness and critical self-reflection; (b) understanding of self and others as well as

how relationships and perceptions are impacted by this understanding, and; (c) culturally responsive classroom practices.

Data regarding student placements, accommodations, test scores and grades, and school climate were obtained through the county website and administrative files. This data was used to inform the researcher of teacher attitudes and beliefs towards this population, academic success rates, and number of students within the population who have been requested by teachers to receive special services or accommodations. In addition, the county Professional Development Online website provided an idea of related courses and workshops available. Comparison of this data to the coursework and trainings that teachers have taken provided a sense of teacher awareness of trainings offered and/or desire to partake in these trainings. Furthermore, this information offered a deeper understanding of teacher attitudes and beliefs in terms of their abilities, their specific school climate and support systems, and their feelings of hope and confidence in students. Notes taken during “Kids Talks”, quarterly meetings dedicated to vertical staff discussions about lower performing students who displayed little or no progress, outlined overall thoughts about the CLD population within individual classrooms in terms of why they are struggling, what interventions have been put in place, and why these do or do not work. This fluid data, found in the school shared folders, provided a blueprint for students “labeled” as needing more supports as well as progress made throughout the year.

Initial Summary Results

Five reoccurring themes emerged from the mainstream teacher survey. Results indicated that teachers would like to obtain more support in: (a) communicating with students and families, (b) managing time constraints when planning for CLD students and when attempting to provide

individualized instruction in the classroom, (c) encouraging CLD student self-esteem and active participation, (d) knowing how to differentiate, and (e) familiarity with resources available and how to use them, as these items received the lowest scores from teachers who participated in the survey. The majority of mainstream teachers indicated that they were not fully aware of services, programs, and trainings available, but would be very interested in accessing this information ($m=4.06$, $\sigma=1.7723$ on a 7-point Likert scale). In addition, responses were relatively low (<5) in terms of having a plan to increase multicultural skills and proficiency in the future ($m=4.4$, $\sigma=1.4041$), in overall confidence when working with this population ($m=4.8$, $\sigma=1.5213$), and in awareness of the life experiences, cultural heritages, and historical backgrounds of their CLD students ($m=4.13$, $\sigma=1.3114$). Experiences with various cultures outside of the school setting were quite low as well ($m=3.57$, $\sigma=2.1018$), which could speak to and impact cultural proficiency. Moreover, relatively few respondents were culturally proficient enough to identify how their personal background could conflict with making connections and the ability to match new information to old understandings in CLD students ($m=3.93$, $\sigma=1.0328$).

Themes for improvement that emerged from the administrator, para-educator, and ESOL teachers surveys included: (a) comfort in scaffolding and differentiating instruction, (b) knowing where CLD students should be and not holding them to the same expectations as native counterparts, and (c) collaboration with ESOL teachers. Through the open-ended response portion of the survey, administrators, para-educators, and ESOL teachers identified mainstream teacher areas of relative strength as having a strong desire for every child to succeed (44%) and their openness to working with CLD populations (33%). While these were the highest scores given by this group of participants, the percentages were not as high as one might expect.

Informal conversations with this group of participants found that their reasoning behind these scores included frequent observations of teachers who: (a) do not attempt to engage CLD students as often as those students whose backgrounds and languages more closely align with those of the teacher; (b) attempt to transfer accountability of CLD students to para and ESOL teachers as opposed to differentiating instruction based on specific needs; (c) consistently attempt to have CLD students brought up for Documentation of Interventions and/or Individualized Education Plans, and; (d) comment on CLD students and their inability to learn or their lack of desire to learn.

Results also indicated that these respondents felt teacher confidence when working with CLD students was relatively low ($m=4.22$ on a 7-point scale), as well as their beliefs that mainstream teachers were completely prepared and able to tailor instruction to meet the needs of CLD students ($m=4.55$).

Some discrepancies emerged from this data. While administrators, para-educators, and ESOL teachers identified confidence in working with CLD students as an area of strength in open-ended responses, their scores on confidence were relatively low on the Likert Scale portion ($m=3.55$). In addition, teacher self-scores reflected a relatively high degree of cultural proficiency and ability to successfully differentiate and meet the needs of CLD students. These scores do not reflect: (a) their discussions during “Kid Talks”, which revolved around themes such as the disconnect between teacher and student, the inability for certain types of students to learn, and the frustration over miscommunication between teacher and student/family; (b) the number of CLD students for whom DOI’s were created; (c) the number of CLD students

removed from the classroom due to behavioral problems such as being off-task, impulsivity, general disrespect, or aggression, and; (d) scores on state assessments for CLD students.

The above stated findings lend themselves to better understanding the nature and extent of mainstream teacher self-efficacy when working with CLD student populations at the school. It is noteworthy to highlight the discrepancies between teacher beliefs regarding their competence in working with this population when compared to the majority of DOI's and the beliefs of administrators, para-educators, and ESOL teachers. Within the context of the school, it seems that the greatest areas for improvement in order to combat this problem of practice include: (a) strengthening the lines of collaboration and communication between teachers and students, as well as mainstream to ESOL teachers and school to home, (b) enhancing the awareness of resources available and how to utilize them, (c) providing teachers with a vast and easily accessible toolbox of scaffolding and differentiation methods, (d) professional development and training on how to connect with CLD students in a way that allows them to gain self-confidence and feel successful, (e) general training on how to empathize with CLD students and how to discriminate between what to expect from various levels of ESOL in comparison to the "average" native English-speaking student within the school.

Limitations of the Needs Assessment

Limitations include the small sample size. While there was 90% participation in the Administrator, Para, and ESOL Teacher Survey, only 13 out of 24 mainstream teachers (54%) participated. Respondent self-report bias may have also led to elevated scores, as teacher may not want to disclose areas of weakness, or they may unconsciously have cultural biases that impact pedagogy (Finnan, 2013). In addition, the data gathered was collected during a time of the year

when teachers are being observed and evaluated, which could have led to some elevated ratings due to anxieties of encouraging detrimental evaluations based on responses to this separate survey. In addition, the majority of mainstream teacher respondents were based in classrooms with ESOL 3 (the highest level) students. This, coupled with the time of year and how ESOL students naturally progress and become accustomed to the classroom routines, may have impacted answers.

Based on current data, it may be beneficial to research proven methods for increasing meaningful and equitable collaboration between mainstream and ESOL teachers, accessible and easily altered methods of scaffolding and differentiating instruction to meet CLD needs, and ideas for strengthening student-teacher relationships. In addition, investigating every resource available in the school and county for assisting teachers who work with CLD students would be useful. The data shows that there is a problem with teacher self-efficacy when working with CLD students. Thus, the next chapter will focus on professional development interventions that target teachers working with diverse populations.

Chapter IV. Professional Development for Educator Cultural Proficiency

Introduction

The previous chapter discussed the purpose, methodology, and findings of a needs assessment conducted with educators at a large suburban public elementary school in the mid-Atlantic region. The focus of that needs assessment was teacher self-efficacy when working with CLD populations. Findings suggested that teacher cultural proficiency and self-efficacy may not be solid enough to successfully reach the ever-increasing CLD school community. This chapter will discuss professional development focused on cultural proficiency as a possible resolution to this problem of practice. The role of school leaders (school counselors, in particular) in the successful implementation of PD will be discussed.

The population of culturally and linguistically diverse (CLD) students (students who are English language learners and/or who hold different values, beliefs, norms, or behaviors than those of the dominant culture) enrolled in school continues to increase (Gay & Kirkland, 2013; Wang, Castro, & Cunningham, 2014), yet many mainstream teachers feel underprepared, inadequately trained, and overwhelmed when teaching these students (Marbley, Bonner, McKisick, Henfield & Watts, 2007; Richards, 2011). In fact, a study conducted by Frankenberg and Siegal-Hawley (2008) found that more than one in three teachers had little to no multicultural training to help them support CLD students. Moreover, the quality of training of those who did receive it, significantly varied (Li, 2013). This impacts teacher self-efficacy because they feel as if their work as an educator is failing, which in turn creates a snowball effect and hinders the academic and social success of CLD students (Finnan, 2013; Gay & Kirkland, 2003; Pettit, 2011; Wang, et al., 2014). However, ongoing and quality PD training in cultural

proficiency leads to a strong sense of sociopolitical consciousness (Elfers & Stritikus, 2014) as well as a greater sense of cultural awareness, more positive perspectives on diversity, more utilization of inclusive practices, and stronger connections between schools and communities (Riehl, 2000).

In order to combat this, teachers must learn to be culturally responsive and culturally proficient. Culturally responsive teachers possess characteristics such as sociocultural consciousness (awareness of the various cultures and societies), an affirming attitude towards CLD populations, commitment to act as change agents, relationship-building, and a constructivist view of learning (Ford & Kea, 2009). They are able to recognize student's cultural displays of learning, respond positively with practices that use cultural knowledge as a scaffold to promote effective meaning making, are mindful of the social and emotional needs of CLD students, and create a safe space for learning (Hammond & Jackson (2015). Cultural proficiency refers to a way of life and is an empowering "mindset for how we interact with all people, irrespective of their cultural memberships" (Lindsey, Robins, Lindsey, & Terrell, 2009, pg. 13). It is an ongoing process of gaining understanding of one's culture, as well as of various other cultures, in an attempt to foster appreciation and respect for those who hold cultural differences and to recognize these differences as a strength and benefit for the community (K. Statham, personal communication, April 7, 2016). Culturally proficient educators ask themselves questions such as: (a) How do awareness, knowledge, and understanding of one's own cultural identify, as well as the cultural identify of students and staff, promote effective teaching, leading, and learning?; (b) How can we establish culturally responsive learning environments? (K. Statham, personal communication, April 7, 2016). When teacher possess a high level of cultural

proficiency, they are more likely to think and behave in culturally responsive ways. This mindset and way of conducting oneself leads to a classroom atmosphere of acceptance, appreciation, and positivity in which all students have the supports and tools needed to succeed.

Targeted and continuous professional development (PD) can influence teacher perceptions, confidence, and cultural awareness (Chamberlain, 2005; Ford & Kea, 2009; Marbley et al., 2007). Current research on cultural proficiency-focused professional development (PD) for teachers identifies a number of themes and areas for teacher training. These include: (a) teachers' self-awareness of background, cultural beliefs, attitudes, and underlying biases, (b) school climate and community, (c) collaboration and communication within the school and within the community, and (d) education and experience in cultural proficiency. For the purpose of this literature review, PD focused on three key elements of cultural proficiency will be reviewed. These elements include; (a) teacher mindset and cultural self-awareness, which can be described as "one's thoughts, feelings, beliefs, behaviors and attitudes, and knowing how these factors are shaped by important aspects of one's developmental and social history (Pieterse, Lee, Ritmeester, & Collins, 2013); (b) teacher understanding of student backgrounds and of students as cultural beings, as well as how differences impact the student- teacher relationship, and; (c) awareness and utilization of strategies and resources for creating and maintaining a culturally responsive classroom. This review will also discuss the key roles that school leaders play in the construction and the maintenance of culturally proficient teachers. The first section will focus on underlying causes and factors related to teachers' misunderstandings, fears, and conceptual barriers that hinder their success with CLD populations. Next will include data on the need for CLD PD training for teachers at the focus school. Following this will be a review of the current

literature on PD aimed at strengthening educator cultural self- awareness as well as awareness of others as cultural beings, the impact that attitudes and beliefs can have on the student-teacher relationship, and the role that school leaders play in strengthening teacher cultural proficiency.

Current Research and Literature on Professional Development for Cultural Proficiency

Current literature supports the use of professional development training in helping teachers to gain cultural proficiency, particularly in the areas of cultural and self-awareness, awareness and understanding of others, and culturally responsiveness (Schutz & Lee, 2014). These areas are imperative not only to increase student success, but also teacher efficacy and desire to educate. According to a number of reports, more than 50% of teachers in highly diverse schools lose hope and confidence, get burnt out, and leave the profession within five years (Schutz & Lee, 2014). Reasons behind this, according to Schutz & Lee (2014) include lack of training and ability to manage interactions with diverse populations in the classroom, self-judgments and negative emotions that occur when teachers cannot successfully reach CLD students, and loss of identity as a quality teacher when these students do not achieve. Chamberlain (2005) states that CLD students are at a disadvantage when their teachers do not recognize culturally bound behaviors within themselves and within their students. Teachers who are not aware of themselves or their students as cultural beings can engage in misunderstood interactions that then lead to low expectations and inappropriate instruction for CLD students (Chamberlain, 2005).

Teachers are less likely to take on cultural-deficit views, that is, blame the CLD student or family for lower achievement, when they participate in ongoing and extensive professional development (PD) (Ford & Kea, 2009). Such PD would be on specific topics targeted towards increasing teacher cultural proficiency, would be based on a data-driven and proven model of

training, and would extend out over time in an ongoing and as needed manner. In addition, they are more confident in their abilities to successfully teach CLD students (Chamberlain, 2005; Ford & Kea, 2009; Han, 2014). Multicultural training has been proven effective in increasing teachers' confidence and competence when working with CLD students. This is important for all teachers who work with diverse students, as proven in a study conducted by Parikh, Post, & Flowers (2011). Their study of 298 school counselors found that many counselors believed that academic inequities were somehow brought on by the students themselves. This belief demonstrates a need for multicultural training in schools, according to Parikh et al. (2011). In a study conducted with two hundred and seventy-four high school counselors across the nation, Chao (2013) found that racial and ethnic identity was associated with colorblind racial attitudes. The study found that Caucasian educators with low levels of racial identity were more likely to take on a colorblind perspective, were less sensitive towards racism, and were inept to respond appropriately towards CLD students. Results of the study also indicated that high levels of multicultural training had a positive impact on multicultural competence and a shift in colorblind perspectives. Recommendations for PD included higher levels of training on self-understanding worldviews, backgrounds, biases, and how these interplay with their interaction with others.

Implementation of meaningful and effective PD involves: (1) identifying the content of professional development based on the staff's contextual needs, (2) building in opportunities to receive feedback on performance and development, such as mentoring, coaching, and team dialogue, (3) individual reflection through guided questioning on current teaching practices and ideas for improvement, and (4) acceptance of various socio-cultural perspectives (Han, 2013). Other components of effective CLD training include education about various groups and how to

efficiently translate this knowledge into practice, practical experience with diverse populations, and ongoing evaluation of cultural proficiency through various measures (Newell, Nastasi, Hatzichristou, Jones, Schanding Jr., & Yetter, 2010).

Interventions

In order to ensure training is operative and meaningful, a plan which provides structure must be created. Pedersen (2003) proposed a five-stage process for training in increasing awareness of self and others, knowledge and factual information to shift misconceptions and to understand how to be culturally responsive, and skill in transferring this knowledge and awareness into the classroom. The process includes: (a) the creation of a needs assessment to identify specific needs; (b) designing a plan based on data; (c) designing a plan that states exactly how these needs will be met; (d) implementation of plan, and; (e) evaluation and follow up (Marbley et al., 2007). In terms of this particular PD, the needs assessment, as well as informal observations, discussions, staff and leadership meeting debriefings, and county data, have all played a role in identifying specific needs. This data has provided the pinpointed topics to be presented in order to provide PD that is meaningful for the target population. The blueprint of the PD, as well as specific activities and procedures to effectively meet these needs, can be best determined by reviewing previous research-based and data-driven plans of action. From this, a targeted and comprehensive plan can be created and implemented. Follow ups may lead to ongoing growth in cultural proficiency, as well as to ideas for next steps. Before this process can begin, however, teacher fears and anxieties about such PD training must be dispelled in order to create an atmosphere of safety and enrichment. Fears encountered may include the fear of being judged by colleagues or fear of being perceived as politically incorrect or racist (Jones, Sander,

& Booker, 2013). Jones et al. (2003) state that the best way to dispel fears is to immediately acknowledge and normalize them, and to use “ice breaker” activities as a way to build trust, safety, and community.

Awareness of self and others, knowledge of culturally responsive practices, and skills to transfer new knowledge and awareness into pedagogy, are common denominators in many studies regarding culturally proficient PD. Li (2013) found that PD must “help teachers examine their own cultural practices, gain a repertoire of cultural practices relevant to their CLD students, and acquire pedagogical knowledge and skills about how to create spaces to connect these practices to the curriculum and daily instruction (p. 137).” A reoccurring theme of current literature on developing and strengthening teacher cultural proficiency is that of self-awareness. Pieterse et al. (2013) defines self-awareness as “a state of being conscious of one’s thoughts, feelings, beliefs, behaviors and attitudes, and knowing how these factors are shaped by important aspects of one’s developmental and social history” (pg. 191). Jones, Sander, & Booker (2013) posit that such PD involves the inclusion of multicultural dimensions such as building self-awareness of attitudes and beliefs, increasing knowledge of other cultures and sociopolitical influences, developing skills necessary for reaching CLD students, and increasing advocacy and action in teachers. Howard (2003) posits that critical self-reflection should include three elements: (1) acknowledgement of how deficit-based thinking on CLD students continues to impact education and personal beliefs; (2) recognition of the linkage between cultural, learning, and how one impacts the other, and; (3) recognition of traditional Eurocentric teaching techniques and how to avoid these to implement a more inclusive and culturally responsive pedagogy. This can be accomplished through a variety of professional learning experiences

including process notes, critical self-reflection, collaborative groups and cultural interviewing of colleagues, case conceptualizations, experiential activities, and self-disclosure activities (Collins, Arthur, Brown, & Kennedy, 2015; Howard, 2015; Kagnici, 2014; Marbley et al., 2007; Pieterse et al., 2013).

Before this takes place, however, various tools and questionnaires, such as the *Culturally Responsive Teaching Self-Efficacy Scale (CRTSES)* (Siwatu 2007), the *Multicultural Awareness, Knowledge, and Skills Survey* (Chao, 2013; D’Andrea, Daniels, & Heck, 1991) and various *Implicit Association Tests*, which are assessments that can be found online and are designed to “look at internal experiences and biases that might be attributed to stereotypes or personal preferences that have developed subconsciously (p. 15), that explore unconscious biases, can be conducted in order to identify and demonstrate needs to teachers who may be less inclined to “buy in” to such PD (Jones et al., 2013). In order to assess program success, these measurement tools and scales could also be employed post-intervention in order to compare outcomes to determine progress and areas of further improvement.

Of the above stated measurement tools, studies have shown that the CRTSES successfully measures teacher self-beliefs on cultural proficiency, as well as on their ability to successfully execute a culturally responsive classroom (Siwatu et al., 2015). Based on Bandura’s (1997) social cognitive theory and Siwatu’s belief that culturally responsive teaching self-efficacy (CRTSES), or a teacher’s belief in their culturally responsive teaching capabilities (Siwatu, 2007), the instrument seems to be the most viable when considering the target population and the purpose of this PD (see Table 1).

Table 1. CRTSES Constructs

Construct	Question #
Teacher Self-Efficacy: <ul style="list-style-type: none"> • Amount of multicultural coursework completed • Self-evaluation of cultural competence level • Ability to differentiate based on CLD student needs 	5, 9, 13, 24, 25, 26 & 30
Cultural Knowledge: <ul style="list-style-type: none"> • Level of awareness in terms of CLD student backgrounds, experiences, and heritages • Interaction with CLD populations outside of the school settings • Awareness of how personal cultural could conflict with CLD populations 	7, 8, 10, 15, 19, 20 & 22
Cultural Awareness: <ul style="list-style-type: none"> • Ability to recognize why some CLD students may be reluctant to seek out help • Ability to relay messages (verbal and nonverbal) in ways that CLD students can comprehend 	21, 24, 27 & 28
Cultural Skills: <ul style="list-style-type: none"> • Ability to tailor instruction to meet CLD student needs • Ability to connect new information to CLD student prior knowledge 	10, 11, 23 & 25
Other Efficacy Areas (knowledge and utilization of evidence-based skills/techniques, critical self-reflection, <ul style="list-style-type: none"> • Ability to alter assessments to meet CLD student needs • Awareness of and skills utilizing resources and techniques • Positive and negative impact of teacher background and experience with culturally and linguistically diverse populations • Viewpoints about personal capacities to successfully communicate with and reach CLD students academically, morally and socially • General personal reflections on abilities and relationships with CLD populations • Ability to form relationships with CLD students • Ability to instruct with a high level of cultural proficiency Confidence in working with CLD populations	9, 10, 11 & 17

An integrated approach is highly effective in outlining the major components of self-awareness development at content and process levels: relational style, spiritual orientation, personality traits, social class, racial and ethnic identity, gender, sexual orientation, and influences from the family of origin. These components are created by both socially and individually formed identities and greatly influence perspectives of and reactions to others (Pieterse et al., 2013). One integrated model, the *Integrated Model of Self-Awareness Training (IMSAD)*, is a safe, non-aggressive approach to self-exploration and understanding of personal experiences to better help one understand how their background, values, beliefs, and history impact their understanding of the world. *IMSAD* utilizes a Socratic method of questioning and reasoning in which the same series of systematic questions are asked in the context of each component of self-awareness. Questions asked in this model include various topics such as: (a) what was learned from the participant's family of origin about self and others; (b) values shaped by family of origin and how they play into the participant's life today, and; (c) beliefs and attitudes reflected by the family of origin and how they impact the participant's role as an educator (Pieterse et al., 2013). This deep-thinking and reflective exercise can then be further enhanced by the implementation of personality and relational instruments such as the Revised NEO Inventory or Myers-Briggs (Pieterse et al., 2013).

Another approach, as discussed by Li (2013), is that of the cultural approach to professional learning. This approach consists of three interrelated stages: (a) cultural reconciliation, in which teachers gain self-awareness and reconcile their personal cultural identities with those of their diverse students, (b) cultural translation, in which teachers identify strategies, skills, and competencies necessary for bridging cultural discontinuities, and (c)

cultural transformation, in which teachers learn effective ways to develop their abilities as change agents. Critical to this approach is the first stage, in which teachers become aware of and think deeply about their own beliefs, privileges, and perspectives in relation to their CLD students, reassess their cultural beliefs and social positioning, and make meaningful improvements to their perspectives. Li (2013) states that this can be best implemented through group discussions and dialogues, individual critical self-reflection, the creation of autobiographies and memoirs about personal cultural history and events, book clubs, and the sharing of personal artifacts and photographs that relate to the shaping of perspectives and beliefs. Self-reflection and the ability to collaborate and share experiences with colleagues also strengthens teacher efficacy and belief that they are emotionally supported, which leads to greater motivation in their careers (Schutz & Lee, 2014). The second stage involves gaining an understanding students as cultural beings, how to anticipate and respond to various values, mannerisms, and styles of communication and learning, and how to recognize and utilize student strengths and cultural variables that can be incorporated into the classroom. In order to do so, Li (2013) theorizes that teachers must be prepared in three areas of instruction which include: “how to address the cultural context of schools, the cultural foundation of first and second language literacy, and the cultural identify of CLD students” (p. 140). This can be accomplished through ongoing and extensive training and workshops on various cultural norms, ongoing communication with colleagues and debriefing on classroom experiences, and consistent self-reflection and active exploration of culture. In addition, teacher can be trained in culturally responsive techniques such as how to build a positive classroom culture that values diversity, how to utilize effective peer interactions and discussions, how to interpret CLD student

behaviors and act accordingly, and which strategies are most appropriate for eliciting feedback from CLD students. The final stage involves “transforming cultural differences and a balance of power from cultural dominance to an emergent process of intermingling and merging of different cultural traditions and values” (p. 141). This stage entails the teacher creating a third space of cultural hybridity. This means an intermingling of cultures where students and staff can learn various cultural ways of seeing themselves and their relations to others, or rather, where they can develop the skills to culturally remap. In order to achieve this, teachers would need to “approach culture as genuine learners and students as natural explorers” (p. 141), engage in constant teacher inquiry, reflection, and multiple opportunities to explore and reflect on the transfer of new learnings into the classroom.

One evidence-based curriculum dedicated to cultural self-awareness, the Roysircar’s Cultural Self-Awareness Assessment Curriculum, or C-SAA (2004), suggests that PD also include self-awareness instruments and case conceptualizations to increase self-awareness , awareness of other worldviews, and how to manage interpersonal relationships with diverse worldviews (Pieterse et al., 2013). Another model, Carter’s Racial-Cultural Counseling Laboratory, suggests sharing the impact that one’s group-affiliated identity has a profound impact on self-awareness and awareness of others, as well (Pieterse et al., 2013). An integrated exploration of self, including: (a) family of origin; (b) influences; (c) gender and sexual orientation; (d) spiritual and religious orientation; (e) relational style; (f) social class; (g) racial and ethnic identity, and; (h) personality traits, through both individual level and socially informed levels, would “explicitly outline the major components associated with self-awareness development at both a content and process level” (Pieterse et al., 2013, p. #). This would ensure a

more in-depth understanding and ongoing reflective practice for teachers in their continuous development towards cultural proficiency.

PD is a strong method for setting the foundational skills of culturally responsive teaching (CRT), which involves: (a) “using culture, experiences, and perspectives as a filter through which to teach” CLD students; and (b) “unpacking unequal distributions of power and privilege” in order to teach CLD students to be culturally competent citizens (Gay & Kirkland, 2003, pg. 181). PD that pair’s self-reflection with critical racial and cultural consciousness is most effective in promoting CRT and in improving opportunities and outcomes for CLD students. Gay and Kirkland (2003) explain that obstacles to such PD involve teacher lack of understanding of self-reflection and the process of it and the belief that teaching is an “objectifiable craft” (pg. 182) can be remedied through PD that includes opportunities for guided practice in self-reflection and inquiry techniques that do not allow teachers to simply gloss over in-depth thoughts or remain silent. Gay & Kirkland (2003) suggest that PD sets a tone where staff engage in critical conversations and work together to work through any discomfort or guilt they feel with new knowledge. In order to do so, PD could include the creation of position statements for skeptics, poetry readings of different ethnic perspectives, staff providing each other with constructive feedback, participating in guided observations of CLD populations, and routine “pauses” in training to reflect and debrief processes that occur (Gay & Kirkland, pg. 185).

Communication styles, cognition, language, behavior, individualistic versus group mentality, and interactions with authority, are culturally-related variables that can impact teacher relationships and interactions with CLD populations (Chamberlain, 2005). Teachers who hold expectations of these actions based on their own cultural beliefs hinder the success of CLD

students. According to Chamberlain (2005), PD therefore should address the variations in this actions and make teachers aware of cultural norms so as to avoid “well-meaning culture clashes”. This can be done through PD programs that: (a) raise cultural consciousness, which includes opening one’s mind to other experiences and ideas and allow them to celebrate diverse experiences and perspectives; (b) develop awareness of one’s cultural background and their own way of seeing things, as well as of their students backgrounds and experiences; (c) develop awareness of potential culture clashes and how to respond when they occur; (d) describe cultural variables such as individualism versus collectivism, high versus low context communication, and high versus low power distance with authority, and first/second language acquisition, as well as how these variables impact learning; and explains how to utilize an integrated approach to instruction, as well as a variety of strategies to reach all learners. In addition, supplemental activities such as relevant films and literature that explain the cultures and experiences of “others” followed by race reflective journaling (or, as described by Howard, 2003, private writing done in an attempt to process cultural and race related issues) and collaborative discussions reacting to such films and literature pieces, a variety of low versus high risk activities (such as cultural jeopardy versus analysis of critical incident case studies involving CLD populations) followed by debriefing, and simulation games involving responding to multicultural situations, can be quite powerful in changing misperceptions and biases (Jones et al., 2013). Gay & Kirkland (2003) also identified proven techniques such as group-created position statements on CLD students which are to be written as if for friends, family, and skeptics, as well as jigsaw cooperative learning activities so as to learn from and receive constructive feedback from each other.

Lastly, culturally responsive instructional intervention practices that are discussed in PD must be tailored to the specific needs of the population, as some practices and methods are not relevant or effective with certain language proficiencies or environmental variables within the school and the utilization of ineffective strategies could lead to more teacher frustration and pushback (Scott et al., 2014). Ford (2005) outlined general guidelines to consider sharing with teachers when discussing ways to build a culturally responsive classroom. These guidelines include: (a) image (a clean, welcoming, safe, prepared, and organized environment); (b) curriculum (think about student academic likes, dislikes, and discomforts); (c) instruction (the flow of the seating arrangement, the materials needed, how students learn i.e.: visual, auditory, etc., their preference in working alone or with others, their preference in being provided with examples or visuals, etc.), and; (d) assessment (ask questions such as “Did they learn what I taught?”, “Did they enjoy it?”, “Did I have enough materials?”, “Did my students feel appreciated and welcome or did some feel this more than others?”, “What will I do differently next time?”). Discussing these general ideas with staff and providing them with a simple and quick dry-erase (to encourage ongoing use) copy of a self-assess checklist of these ideas during PD would promote the ongoing critical reflective piece that is necessary when considering one’s own cultural responsiveness in the classroom.

A number of training models can be integrated into PD programs in order to increase: (a) teacher cultural self-awareness; (b) understanding of others as cultural beings; (c) consideration of how these two notions influence the student-teacher relationship and pedagogy, and; (d) how to create a more culturally responsive classroom and deliver culturally responsive teaching strategies in order to promote systemic change. Models such as Pedersen’s Competence Model

(1994) includes three stages that aim to increase cultural awareness and application of this awareness in practice. Hogan-Garcia's Skill's Model (2003) involves working on a person-to-person basis to promote systemic change by addressing the personal, ethnic group, national, and organizational levels of culture, then addressing communication barriers such as nonverbal and verbal communication, preconception and stereotypes, judgments, stress, and policies and procedures that act unkindly towards diversity. Hays' ADDRESSING Model (1996) includes evaluation of one's own biases and deficits and exploration of the "-isms" effect (Marbley et al., 2007). Areas evaluated in the ADDRESSING model include: (a) age and generational influences; (b) developmental disabilities; (c) disabilities acquired later in life; (d) religion and spiritual orientation; (e) ethnic and racial identity; (f) socioeconomic status; (g) sexual orientation; (h) indigenous heritage; (i) national origin, and; (j) gender. Marbley et al. (2007) created the Culture Specific Pedagogical Counseling Model (2007) based on their observations and multicultural work as professors. This model, designed to increase ethnic identity and comfort-level of preservice teachers, consists of; (a) assessing baseline multicultural awareness, sensitivity, identify, and identity development; (b) establishment of intervention, experiential, or personal growth collaborative group sessions; (c) involvement in community experiences, activities and discussions, etc., and (d) termination, debriefing, and follow up. Focused stages of these models can be integrated into PD as needed in order to best meet the needs of the particular school setting. In addition, teachers could be provided with follow up conversations, observational notes, and semi-structured interviews, as well as a quarterly checklist, such as the Self-Study Guide for Reflecting on Anti-Bias Curriculum Planning and Implementation (Chen,

Nimmo, & Fraser, 2009) in order to promote ongoing reflection on culturally responsive practices upon completion of PD.

Regardless of the training model, the continuous support of school leaders is crucial for success. It is the school leaders who raise awareness, motivate others, and implement actions that create change based on school needs (Ibrahim et al., 2013). School counselors in particular, are in a prime position for taking action towards cultural proficiency (Dollarhide, 2003).

Role of School Leadership and School Counselor in PD

School leaders, such as administration, staff development teachers, and school counselors, are vital in the implementation and follow through of effective PD aimed at cultural proficiency. School leaders are essential in raising awareness, creating a shared vision, determining the purpose and logistics of the PD program, and ensuring staff make use of new knowledge learned. Ibrahim and colleagues (2013) argue that the primary goal of transformational leaders is to change the current structure of the organization and inspire followers to believe in a new vision that has new opportunities for the individual and the organization as a whole. This is imperative when acting as social justice change agents and working towards equitable practices for all students. Administrators and school counselors are the most visible leaders in school and have influence over multiple stakeholders (Nelson, Bustamante, Wilson, & Onwuegbuzie, 2008). School counselors in particular have a unique position of leadership to train others in that they work with multiple stakeholders and are provided with perspectives and information that administration may not necessarily see (Walker, 2006). Curry & DeVoss (2009) posit that school counselor accountability leaders have a positive impact on social justice in schools, and that staff development is one area for opportunity to

participate in distributed leadership that leads to systemic change. Recent shifts in student demographics have led to a change in the role of school counselors that includes leading initiatives in cultural proficiency and equity in schools (Curry & DeVoss, 2009; Dollarhide, 2003; Nelson, Bustamante, & Watts, 2013; Nelson et al., 2008). School counselors hold a prime position to act as cultural consultants (Holcomb-McCoy, 2004), brokers, and mediators within their school, that is, to “engage in prevention, intervention, and remediation activities that facilitate communication and understanding between cultural diverse human systems” (Nelson et al., 2013, p. 46). They have the ethical responsibility, skills, education, and the collaborative relationships required to promote the social justice and systemic change necessary to ensure success for all students.

Bolman and Deal (1997) identify four leadership domains that act as a framework for school counselors to act as social justice leaders and to ensure equity for CLD students. These leadership domains include: (1) structural/visible; (2) human resource/empowerment and inspiration; (3) political/interpersonal and organizational power, and; (4) symbolic/interpretation Dollarhide (2003). In terms of the promotion of cultural proficiency, school counselors could act as structural leaders by working with stakeholders to create and implement an effective PD program, and provide a counseling curriculum that align with the core elements of the program. Visibility, modeling, inspiring through a shared vision, alliances on macro and micro-levels, and continuous empowerment of and collaboration with staff in their efforts to strengthen cultural proficiency, would be beneficial in the human resource and symbolic leadership domains. In addition, collection, collaboration, and communication with the proper internal and external resources and stakeholders, raising awareness and persuading stakeholders of the importance of

cultural proficiency and PD related to this, and assessing the distribution of power in the implementation of PD, are political leadership roles that the school counselor can and should take on (Dollarhide, 2003; Singh, Urbano, Haston, & McMahon, 2010).

School counselors who adhere to the American School Counseling Association (ASCA) National Model (2012) of leadership, advocacy, collaboration and teaming, and systemic change, and American Counseling Association (ACA) advocacy competency frameworks are in a chief position to lead social justice and cultural proficiency PD efforts (Ratts, DeKruyf, & Chen-Hayes, 2007; Singh et al., 2010). Ratts et al. (2007) stated that the unique role of school counselors, as well as their specific training, places them in a position to be a systems change agent. Training and education in such areas as conflict resolution, data implementation and analysis, multiculturalism, communication, and the collaborative process, allows school counselors the tools necessary to define specific needs and the resources necessary, to work to stakeholders in the creation and implementation of an effective PD, and to analyze data to determine next steps (Chen-Hayes, 2007). In addition to working at the school and community level as an ally and change agent, the school counselor can also work in the public arena to inform and possible shape policy based on identified problems and the steps (PD) taken to successfully overcome any needs and barriers (Ratts et al., 2007).

A transformational leadership approach would be ideal in the creation and implementation of a successful culturally proficient PD. Northouse (2015) stated that transformational leadership involves engaging and connecting with supporters in a manner that increases inspiration and appeals to the principles of everyone involved. This element of engagement and connection will be vital for gaining participant buy-in and decreasing attrition of

participation, as participants will need to step outside of their comfort zone and change their mindsets in order to enhance their own success in this PD intervention. Transformational leadership involves the creation and maintenance of shared visions and goals (Paulienè, 2012). A shared vision and common, as well as individualized, goals related to the shared vision, would enhance the effectiveness of this PD because participants would have a clear understanding of purpose and process. Transformational leaders are charismatic. They inspire motivation and creative intellect, take individual goals and aspirations into consideration, and assist supporters in reaching their own goals in addition to the team goals through empowerment and distribution of responsibility (Onorato, 2013). A leader in this PD intervention must articulate the importance of this PD for the good of the school and community, for the good of individual participants, and who can articulate the importance of individual contributions and unique roles that each participant brings forth. Transformational leaders are problem solvers and are open to new perspectives and ideas. This is important in the formative evaluation of the PD intervention, as analysis of data and attention to stakeholder voice is imperative for determining the most beneficial plan of action. In addition, their integrity leads to transparency and trust, which would allow for more participant openness and honesty. According to Eyal & Roth (2011), the effects of transformational leadership include commitment to shared vision and goals, a culture of trust, and increased engagement and innovation. PD on cultural proficiency involves participants opening up doors that they may not want to open. Therefore, it is crucial that they do so in a trusted and supportive atmosphere and must fully understanding why they are doing so. Moreover, leaders must be sure that meaningful and appropriate feedback is shared consistently

and in a way that fosters efficacy and encourages continuous self-improvement (Brown, 2007; Eyal & Roth, 2011; Riehl, 2000).

Kouzes and Posner (2011) identify five practices towards successful leadership that relate to a transformational mindset. *Modeling the way* includes creating standards of excellence, lighting the path towards the vision and goal, and modeling for others to follow. Leaders in this PD should not only hold high standards for themselves and colleagues in cultural proficiency, but they should also create opportunities for victory by setting small goals towards the larger vision of cultural proficiency. Small goals in this PD could include sharing the pre and-post data (individual and whole group) to show how perspectives, attitudes, and learning has changed. Ongoing follow up “kudos” in the weekly staff newsletter throughout the year would also provide empowering recognition and small victories towards the end goal. Kouzes and Posner (2011) also identify *inspiring a shared vision* and *encouraging the heart* as meaningful practices. This could include motivating staff members through the small victories and “kudos”, through ongoing discussion and frequent staff check-ins throughout the year by colleagues and administrators, and through empowering participants to utilize their own strengths in order to better themselves and the school. *Challenging the process* is another practice acknowledged by Kouzes and Posner (2011). This practice exemplifies the purpose of this PD in that it is meant to change the status quo that is currently hindering student growth and achievement. Leaders in the PD study will be taking risks and experimenting to see which methods work best for this particular population, and will see challenges and failures as opportunities for growth. *Enabling others to act* includes fostering collaboration and actively involving others. Leadership in this PD will be fostering a safe and strong community of professional leaders through collaborative

group work, discussions, debriefing, and supported sharing throughout the PD. In addition, participants will be called on to honestly and openly share their opinion on the PD itself, as well as to share responsibility and have the opportunity to be a part of the implementation of the PD. This could be done through the use of a team of teachers and stakeholders who are called upon to assist in the process (Nelson et al., 2008). School counselor leaders can ensure the continuous improvement of PD by analyzing and marketing trends in the data that pinpoint specific needs in an effort to raise stakeholder awareness, continue to motivate them in their efforts to strengthen their abilities to work with CLD students, and to determine next steps in the PD process (Singh et al., 2010).

Through the use of collaborative relationships, distribution of power to identify needs and implement effective strategies such as PD, educating and raising the awareness of others, and utilizing their own transformational leadership abilities, school counselors can work as social justice leaders and advocates to ensure that the needs of CLD students and of teachers are met (Paisley & McMahon, 2001). School counselors who are committed to social justice and educational equity and who adhere to the advocacy frameworks provided by the ACA and ASCA would have the foundational knowledge and aptitude to lead in the implementation of impactful PD (Paisley & McMahon, 2001).

Conclusions

By becoming more self-aware and critically reflective of their own mindsets, pedagogy, and interactions, understanding students as cultural beings and the impact that cultural differences have on teacher-student relationships and pedagogy, and striving to create and maintain a culturally responsive classroom, teachers can increase their own cultural proficiency

and in turn, lessen the achievement gap between CLD students and their native counterparts (Ford & Kea, 2009). This is best done through the support and consistency of ongoing and meaningful professional development within a trusting and collaborative community of professional learners. Teachers must have the continuous opportunity to reflect, inquire, and explore with new learnings (Li, 2013). In addition, teachers would best benefit from experiential learning followed by frequent debriefing through a logical and research-based PD program (Han, 2013). Schools can maintain the ongoing development of culturally proficient teachers by integrating policies that embrace and encourage the celebration of diversity and by providing ample opportunities for teachers to collaborate and explore best culturally relevant practices (Chamberlain, 2005). The ever-increasing CLD population calls for teachers who are prepared, culturally proficient, and confident in their knowledge, skills, and abilities to successfully meet the needs of all students. Well-executed and meaningful professional development aimed at increasing teacher self-awareness and cultural proficiency is essential in order to meet the needs of every student, strengthen teacher efficacy, and close the achievement gap. This cannot be achieved, however, without strong leadership.

This PD subject matter requires participants to step out of their comfort zone, to notice previously unnoticed or ignored truths, to look deeply within themselves, and to ultimately shift their mindsets. Such delicate and life-altering material requires the support of charismatic transformational leaders who can clearly convey the purpose, importance, and individualized connections of this PD to participants. They must have the ability to create, convey, and maintain a cultural of support, optimism, safety, and trust in order to motivate and empower participants to take risks necessary in the quest to challenge and change status quo. In addition, leaders must

have the ability to solve problems, to continuously analyze progress and recognize where changes need to be made, and to distribute responsible roles accordingly.

The new role of school counselors includes that of social justice advocate, change agent, and leader (Holcomb-McCoy, 2004; Nelson et al., 2013). Due to their experience, expertise, and collaborative relationships with various school and community affiliates, school counselors are primed to take on a lead position in the path towards cultural proficiency within their educational system. Studies indicate that PD trainings are most impactful when integrated holistically and in an ongoing, reflective manner that encourages mutual respect and trust (Elfers & Stritikus, 2014). School counselors, with their unique position and capabilities within the school as well as their transformational mindset on social justice reform, are primed to lead in resolving this challenge. School counselor leaders who take on the role in strengthening staff cultural proficiency ensure that awareness is brought to the oppressions placed on CLD students and that collective action is taken to ensure success and equitable opportunities by bridging the gaps between policy, theory, and practice (Griner & Stewart, 2013).

The school counselor associated with the focus school in this study played a particularly large role in the implementation of the PD intervention. Conversations with various stakeholders (including school staff, students, families, and community), observations of school dynamics and relationships, and access to school data, provided the school counselor with the initial indication of a problem of practice regarding equity and diversity. From this formal and informal data, as well as the data acquired from the needs assessment, the school counselor was able to use her position as leader, colleague, social justice advocate, collaborator, community outreach resource,

and researcher, to assist in implementation of the cultural proficiency-focused PD, analysis of results, and the determination of next steps.

Chapter V. Intervention Procedure and Program Evaluation

A Call to Action within the School System

At the time that the study was being conducted, the school district began to push for all schools to increase the cultural proficiency of staff members. On October 12, 2015, the school's core team met with an equity specialist to draw out a plan for the 2015-2016 school year to help staff gain awareness and proficiency with their diverse populations. Moreover, a school Leadership Team meeting that took place in 2016 focused solely on raising awareness and cultural proficiency. In reviewing data and sharing insights at this meeting, team leaders came to the conclusion that "we know a lot about diversity, but, we just don't know how to teach these students" and that "CLD students and families sometimes feel unwelcomed...that they need to stay on their 'turf'"(personal communication, B. Berlin, February 8, 2016). The school has also paid particular attention to cultural proficiency in monthly staff meetings. It was determined by administration and by the county, that PD would be essential for increasing teacher cultural proficiency. Therefore, this research study was supported and accepted as a foundational and exploratory means to better understand how to roll out cultural proficiency PD within the focus school. Further explanation as to how this intervention supports the cultural proficiency drive within the focus school is described below.

Initial Intervention Overview

The purpose of this study was to determine the effectiveness of training on the cultural proficiency and efficacy of eleven teachers at a large suburban public elementary school in the mid-Atlantic region. This training, which consisted of three, 45 minute sessions, was developed in response to teacher needs as determined by; (a) a needs assessment conducted at the school

(McGrady, 2014); (b) data collected from school and school district assessment scores and grades; (c) the increasing pattern of CLD populations and needs within the school and county; (d) informal observations and discussions with school staff; (e) “Kid Talks” and “DOI” discussions at the school, and; (f) drive from the county to increase teacher cultural proficiency within all county schools.

Method

Participants were expected to partake in three, 45-minute cultural diversity training sessions during the months of October-December, 2016. They also completed a survey (the Culturally Responsive Teaching Self Efficacy Scale, Siwatu, 2007) prior to, and following the PD in order to gauge their cultural proficiency and efficacy throughout the process of the study.

As shown in the study’s logic model (see Appendix H), the researcher assumed full buy-in, active participation, trust, and transference of new knowledge would occur. Intended short-term outcomes of this intervention included: (a) setting a foundation to strengthen efficacy, confidence and competence when working with CLD populations, (b) creating a more individualized toolkit of resources and strategies for teachers to enhance their creation of a culturally responsive classroom, (c) promotion of critical reflective practices, (d) relationship-building within the school and community, and (e) an overall stronger awareness of self, attitudes, biases, and awareness of student needs. Anticipated long-term outcomes of this ongoing intervention included: (a) a collaborative and trusting community of reflective and culturally proficient professional learners, (b) pedagogy that is in-tune with CLD needs, (c) a welcoming and nurturing school climate for all students and staff, (d) academic and social success for all students, and (e) ultimately closing of the achievement gap at the focus school.

The impact and success of the proposed PD intervention was determined through a thorough examination and analysis of the process of the intervention, as well as through its outcome (see Appendix H). The researcher evaluated the process of the PD training by determining if the professional development was executed in a way that would strengthen the cultural proficiency of mainstream teachers at the school. This was measured by teacher responses on the daily evaluations regarding the impact of PD sessions. Participants then evaluated the outcome and overall effectiveness of the training by determining whether or not the intervention caused an increase in the cultural proficiency and strengthened self-efficacy of mainstream teachers at the school. It was hoped that the process would demonstrate high fidelity of implementation and that the intervention would be delivered and utilized as intended. The researcher hypothesized that the outcome evaluation would demonstrate considerable significance in terms of the effectiveness of the intervention in strengthening teacher cultural proficiency.

Participants

Participants included eleven K-5 teachers and specialists at the focus school, including one Caucasian male, one African American female teacher, one Asian female teacher, and eight Caucasian female teachers. Participant ages ranged from 24-67 years old, and years of teaching experience ranged from 2-46 (see Table 2). The participants were chosen based on school administrator request, as the concentration for this PLC revolved around engagement of stakeholders and positive involvement from all within the school community.

Table 2. Participant Demographics

Category	Subcategory	N
Gender	Male	1
	Female	10
Ethnicity	Black	1
	White	9
	Asian	1
Years Teaching Experience	0-25	6
	26-50	4
	51-75	1

Instruments

In order to determine if there was a change in participant cultural proficiency after the PD intervention, the participants completed, the *Culturally Responsive Teaching Self-Efficacy Scale (SRTSES)* (Siwatu, 2007) as both a pre and post intervention measurement. Results from the post-test helped to determine if there was a change in self-efficacy, cultural proficiency, culturally responsive practices, and understanding of self and others as cultural beings.

The researcher hypothesized that scores on the posttest would show a statistically significant increase in three areas of cultural proficiency (cultural awareness in terms of self and others, relationship-building with students, and ability to create and maintain a culturally responsive classroom) for participants when compared to the pretest, as measured by the *CRTSES* (Siwatu, 2007) (see Appendix D), which has demonstrated high reliability and validity by reputable researchers (Lancaster, 2014; Siwatu et al., 2015). In fact, this instrument “was deemed a reliable measure because the internal reliability was .96 for the 40-item scale, as estimated by Cronbach’s alpha” (Sarker, 2012, p.86). As stated by Siwatu (2011), “the Likert-

type scale consists of 35 items in which participants are asked to rate how confident they are in their ability to engage in specific culturally responsive teaching practices by indicating a degree of confidence ranging from 0 (*no chance*) to 10 (*completely certain*)” (pg. 362).

Teacher engagement was measured through end of session evaluations (see Appendix H). Participants rated each session this using a scale of “yes”, “sort of”, and “no” for each topic. The evaluations at the end of the initial and the final sessions also included rating scales on participant engagement, interest, and satisfaction with the activities and content of each session.

The indicators of fidelity in this study included: (a) teacher attendance at PD; (b) topics covered during PD sessions, and; (c) teacher engagement and positivity about PD sessions (see Appendix F). Teacher attendance entailed involvement of all 11 teachers in all three PD sessions. It was expected that all Student and Staff Engagement PLC members attended each session, on time, and for the full amount of time allotted. An attendance sheet was used to record this.

Procedure

The Student and Staff Engagement Professional Learning Community (PLC) received cultural proficiency training from October through December 2016. This training highlighted the areas of; (a) self-awareness and critical self-reflection; (b) understanding of self and others as cultural beings, as well as how relationships and perceptions are impacted by this understanding, and; (c) culturally responsive classroom practices. Each training session lasted 45 minutes, for a total of 2 hours and 15 minutes of training (see Appendix E for a description of individual session topics and activities)

Day one focused on: (a) critical self-reflection and self-awareness; (b) an overview of the meaning and importance of cultural proficiency in schools, and; (c) how we view ourselves as

cultural beings. Activities in this session included analysis and group reflection of current school data (needs assessment and pre-survey findings, DOI and Kid Talk data, test scores and office referrals for population subgroups and data collected by the Staff Development Teacher regarding teacher views on diversity), the creation of a shared vision and goals based on the data, training in the art of critical self-reflection, and activities/debriefing on how our beliefs impact interactions and worldviews.

Day two focused on: (a) how we view others and the impact our views have on pedagogy and relationships, and; (b) cultural norms, misconceptions, clashes, and teachable moments. Activities in this session included a presentation and a game of Cultural Jeopardy that raised awareness of student cultures, language acquisition, knowledge, and experiences. Also included in this session were activities that focused on: (a) understanding the cultural proficiency continuum and where we individually lie on it/next steps in our own personal journey towards cultural proficiency; (b) self-awareness, personal goals, and plans to reach them in terms of climbing up the continuum, and; (c) experiences of CLD populations and the school's role in these experiences.

Day three focused on culturally responsive teaching (CRT) strategies, as well as on wrapping up, reflecting, connecting training to the school year, and determining next steps personally, as grade-level teams, and as a school. Activities included a quick reference of resources available and how to use them, a presentation on CRT strategies, videos and discussions related to CRT, and a discussion of how to go about sharing strategies and strengthening CRT throughout the school year. Participants also revisited data and personally reflected on cultural proficiency post-intervention, and discussed takeaways and next steps.

Evaluation Design.

Participants were not randomly assigned, and the PD occurred before the effect (increased cultural proficiency) was measured. Therefore, a quasi-experimental design was used in this study (Shadish et al., 2002). In particular, a within-participants one-group pretest-posttest design was ideal in determining if the PD intervention increased cultural proficiency and self-efficacy of teachers at the focus school, as this design allowed for an increase in the internal validity regardless of the lack of a control group (Shadish et al., 2002). This study was not randomized and was mandatory for teachers who hold positions in the Student and Staff Engagement PLC at the focus school. There was no control group, which could have impacted aspects of validity such as experimenter expectancies, history, testing, or participant desire to take part.

A one-group pretest-posttest design consists of one treatment group (no control). The design is structured such that a pretest is given to the group of respondents. Treatment then occurs, followed by a posttest on the same measure as the pretest. The pretest and posttest measures are then analyzed to determine outcome effects of the treatment (Shadish et al., 2002). The inability to include a control group in this study stems from time limits, sample size limits, and restrictions imparted by the school district. The researcher provided respondents with a baseline pretest, followed by the same measure as a posttest after completion of the treatment intervention. These results from the pre and posttests of the *Culturally Responsive Teaching Self-Efficacy Scale* (Siwatu 2007) was then compared to determine the effectiveness of the PD treatment.

Strengths and Limitations of Design.

The one-group pretest-posttest evaluation design has a number of strengths for studies that contain similar elements and limitations as this. Such a design could generate valid inferences about the effect of the PD treatment intervention on teacher efficacy and increased cultural proficiency. This design is most ideal for the study given limitations in terms of time, sample size, and lack of ability to include a control group or multiple measurements tools. The inclusion of a posttest as well as a pretest would provide a baseline measure to determine if there is a change in cultural proficiency and how profound this change is, as well as the effect size. The within-participant design and lack of variation of treatment factors also lend themselves to lessening the threat that environmental, outside, and internal treatment factors would influence outcomes.

Although this design was fitting for the study, it also was not without its limitations, especially in terms of external validity. For example, testing effects could have impacted the intervention outcome. The participants received a pretest that matched the posttest. The pretest then may have impacted the posttest. Since the pre and post intervention tests were the same measurement tool, a control for pretest and covariance would have been beneficial to determine any observed and unobserved selection bias and to better understand outcome effects (Shadish et al., 2002). In addition, social desirability factors such as participant wishes to please the researcher, to display growth in order to make themselves look better, or researcher bias in general, could have led to unreliable responses on the posttest. The incorporation of a scale which measures the importance of social desirability to each respondent, such as the Marlowe Crowne Social Desirability Scale (1960), could greatly reduce this limitation to data collection,

as researchers could account for this occurrence and measure data accordingly. Moreover, just the knowledge alone that participants were being analyzed based on their cultural proficiency by the county and administrative offices could have impacted their responses.

Other limitations included extraneous variables such as individual experiences and history, such as concurrent PD provided in response to the school district's call for increased cultural proficiency, could have impacted the outcome. Without a control group the baseline measures that a control group could show, it was difficult to determine if the intervention is the main cause, or even a cause at all, of changes that occur. Maturation may have been a limitation in this particular study, since the interval of time between the pretest and posttest was three months, which is approximately one-third of the school year. There was ample time for participants to gain experience and receive supports related to cultural proficiency outside of this intervention. Issues such as low sample size ($n=11$) and mismanagement of treatment implementation due to time constraints, may have also contributed to a reduction in construct validity (Shadish et al., 2002).

Chapter VI. Results and Discussion

This section discusses the results of the initial *Culturally Responsive Teaching Self-Efficacy Scale* (Siwatu, 2007) as they relate to the post scale results. Comparisons between the two scale results will be made, followed by possible parallels between the results and PD training, and between the results and outside factors such as additional training or experiences occurring concurrently with the PD intervention. For this comparison, mean scores from the CRTSES ranging from 9-10 will be considered “high”, 6-8 will be considered “moderate”, and 0-5 will be considered “low”. The reasoning behind the decision of what would constitute “high”, “medium”, and “low” scores includes the universal understanding that this range reflects the standard scoring range used in education percentages and beyond, as scores that hit the central section and below (50% or less) are generally considered low, the top two scores (90-100%) are generally considered high, and anything in between is considered average.

The results of session evaluations will be analyzed, as well. This analysis will provide further information regarding the quality of presentation and of topics covered, the scope of fulfilment of the PD’s intended purpose, and overall teacher engagement and responsiveness to the PD.

Findings

Descriptive Findings of Pre-Scale.

As shown in Table 3, the initial scale score results indicate a range of feelings towards cultural responsiveness and teacher self-efficacy on a variety of topics, yet, analysis of the data indicates that scores generally did not fall into the lower range. For this reason, the researcher

focused on higher scores (upper 8-10) and on mid-range scores (upper 5-lower 7). A number of participants rated themselves as average in areas such as ability to: (a) determine whether students feel comfortable competing with other students ($\mu=7.23$); (b) identify how ways that students communicate at home may differ from the school norms ($\mu=7.36$); (c) implement strategies to minimize the effects of the mismatch between students' home culture and the school culture ($\mu=6.73$); (d) obtain information about students' home life ($\mu=7$); (e) obtain information about students' cultural background ($\mu=7.36$); (f) design a classroom environment using displays that reflect a variety of cultures ($\mu=7.18$); (h) praise English Language Learners for their accomplishments using a phrase in their native language ($\mu=5.45$); (i) identify ways that standardized tests may be biased towards linguistically diverse students ($\mu=6.45$); (j) revise instructional material to include a better representation of cultural groups ($\mu=7.10$); (k) critically examine the curriculum to determine whether it reinforces negative cultural stereotypes ($\mu=6.73$); (l) use examples that are familiar to students from diverse cultural backgrounds ($\mu=7$); (m) explain new concepts using examples that are taken from students' everyday lives ($\mu=7.23$), and; (n) identify ways that the school culture is different from my students' home culture ($\mu=7.18$).

Participants generally rated themselves high in areas such as ability to: (a) obtain information about students' academic strengths ($\mu =8.55$); (b) build a sense of trust in students ($\mu=8.73$); (c) establish positive home-school relations ($\mu =8.73$); (d) develop a personal relationship with students ($\mu =8.82$, and; (e) help students feel like important members of the classroom ($\mu=8.91$). Overall, mean scores within the post-scale ranged from 5.45 (in response to

“Praise English Language Learners for their accomplishments using a phrase in their native language”) to 8.91 (in response to “Help students feel like important members of the classroom”).

Table 3. Pre-Scale Results: Culturally Responsive Teacher Self Efficacy Scale

Participant Scale Score		1	2	3	4	5	6	7	8	9	10	Mean
		No Chance	Very Little Chance	Little Chance	50/50 Chance	Good Chance	Very Good Chance	Good Chance	Very Good Chance	Good Chance	Completely Certain	Score
<i>I am able to:</i>												
Adapt instruction to meet the needs of my students	%	0%	0%	0%	0%	9.1%	9.1%	0%	54.5%	27.3%	0%	7.82
	# of Responses	0	0	0	0	1	1	0	6	3	0	
Obtain information about my students' academic strengths	%	0%	0%	0%	0%	0%	0%	9.1%	36.4%	45.5%	9.1%	8.55
	# of Responses	0	0	0	0	0	0	1	4	5	1	
Determine whether my students like to work alone or in a group	%	0%	0%	0%	0%	0%	0%	18.2%	45.5%	36.4%	0%	8.18
	# of Responses	0	0	0	0	0	0	2	5	4	0	
Determine whether my students feel comfortable competing with other students	%	0%	0%	0%	0%	0%	0%	36.4%	54.5%	9.1%	0%	7.23
	# of Responses	0	0	0	0	0	0	4	6	1	0	
Identify ways how students communicate at home may differ from the school norms	%	0%	0%	0%	0%	9.1%	9.1%	27.3%	36.4%	18.2%	0%	7.36
	# of Responses	0	0	0	0	1	1	3	4	2	0	
Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	%	0%	0%	0%	9.1%	18.2%	9.1%	27.3%	27.3%	9.1%	0%	6.73
	# of Responses	0	0	0	1	2	1	3	3	1	0	
Assess student learning using various types of assessments	%	0%	0%	0%	9.1%	0%	9.1%	27.3%	36.4%	0%	18.2%	7.55
	# of Responses	0	0	0	1	0	1	3	4	0	2	
Obtain information about my students' home life	%	0%	0%	0%	0%	27.3%	0%	36.4%	18.2%	18.2%	0%	7
	# of Responses	0	0	0	0	3	0	4	2	2	0	
Build a sense of trust in my students	%	0%	0%	0%	0%	0%	0%	9.1%	36.4%	27.3%	27.3%	8.73
	# of Responses	0	0	0	0	0	0	1	4	3	3	
Establish positive home-school relations	%	0%	0%	0%	0%	0%	0%	0%	36.4%	54.5%	9.1%	8.73
	# of Responses	0	0	0	0	0	0	0	4	6	1	
Use a variety of teaching methods	%	0%	0%	0%	0%	0%	9.1%	18.2%	18.2%	27.3%	27.3%	8.45
	# of Responses	0	0	0	0	0	1	2	2	3	3	
Develop a community of learners when my class consists of students from diverse backgrounds	%	0%	0%	0%	0%	0%	9.1%	18.2%	36.4%	18.2%	18.2%	8.18
	# of Responses	0	0	0	0	0	1	2	4	2	2	
Use my students' cultural backgrounds to help make learning meaningful	%	0%	0%	0%	0%	18.2%	9.1%	0%	45.5%	18.2%	9.1%	7.64
	# of Responses	0	0	0	0	2	1	0	5	2	1	
Obtain information about my students' cultural backgrounds	%	0%	0%	0%	0%	9.1%	18.2%	36.4%	18.2%	18.2%	0%	7.36
	# of Responses	0	0	0	0	1	2	4	2	2	0	
Design a classroom environment using displays that reflect a variety of cultures	%	0%	0%	0%	9.1%	0%	18.2%	27.3%	27.3%	18.2%	0%	7.18
	# of Responses	0	0	0	1	0	2	3	3	2	0	
Develop a personal relationship with my students	%	0%	0%	0%	0%	0%	0%	0%	27.3%	63.6%	9.1%	8.82
	# of Responses	0	0	0	0	0	0	0	3	7	1	
Obtain information about my students' academic weaknesses	%	0%	0%	0%	0%	0%	0%	9.1%	45.5%	36.4%	9.1%	8.45
	# of Responses	0	0	0	0	0	0	1	5	4	1	
Praise English Language Learners for their accomplishments using a phrase in their native language	%	9.1%	18.2%	9.1%	9.1%	0%	0%	18.2%	27.3%	0%	9.1%	5.45
	# of Responses	1	2	1	1	0	0	2	3	0	1	
Identify ways that standardized tests may be biased towards linguistically diverse students	%	0%	0%	18.2%	9.1%	0%	27.3%	9.1%	9.1%	18.2%	9.1%	6.45
	# of Responses	0	0	2	1	0	3	1	1	2	1	
Communicate with parents regarding their child's educational progress	%	0%	0%	0%	0%	0%	9.1%	18.2%	45.5%	18.2%	9.1%	8
	# of Responses	0	0	0	0	0	1	2	5	2	1	
Structure parent-teacher conferences so that the meeting is not intimidating for parents	%	0%	0%	0%	0%	0%	9.1%	9.1%	36.4%	18.2%	27.3%	8.45
	# of Responses	0	0	0	0	0	1	1	4	2	3	
Help students to develop positive relationships with their classmates	%	0%	0%	0%	0%	9.1%	0%	0%	45.5%	36.4%	9.1%	8.27
	# of Responses	0	0	0	0	1	0	0	5	4	1	
Revise instructional material to include a better representation of cultural groups	%	0%	0%	0%	0%	9.1%	27.3%	27.3%	18.2%	18.2%	0%	7.10
	# of Responses	0	0	0	0	1	3	3	2	2	0	

Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	%	0%	0%	0%	9.1%	18.2%	0%	45.5%	18.2%	9.1%	0%	6.73
	# of Responses	0	0	0	1	2	0	5	2	1	0	
Model classroom tasks to enhance English Language Learners' understanding	%	0%	0%	0%	0%	18.2%	0%	18.2%	36.4%	27.3%	0%	7.55
	# of Responses	0	0	0	0	2	0	2	4	3	0	
Communicate with the parents of English Language Learners regarding their child's achievement	%	0%	0%	0%	0%	9.1%	9.1%	9.1%	36.4%	36.4%	0%	7.82
	# of Responses	0	0	0	0	1	1	1	4	4	0	
Help students feel like important members of the classroom	%	0%	0%	0%	0%	0%	0%	0%	36.4%	36.4%	27.3%	8.91
	# of Responses	0	0	0	0	0	0	0	4	4	3	
Use examples that are familiar to students from diverse cultural backgrounds	%	0%	0%	9.1%	0%	0%	18.2%	36.4%	18.2%	18.2%	0%	7
	# of Responses	0	0	1	0	0	2	4	2	2	0	
Explain new concepts using examples that are taken from my students' everyday lives	%	0%	0%	0%	0%	9.1%	0%	36.4%	27.3%	18.2%	9.1%	7.23
	# of Responses	0	0	0	0	1	0	4	3	2	1	
Obtain information regarding my students' academic interests	%	0%	0%	0%	0%	0%	9.1%	18.2%	54.5%	9.1%	9.1%	7.91
	# of Responses	0	0	0	0	0	1	2	6	1	1	
Use the interests of my students to make learning meaningful for them	%	0%	0%	0%	0%	0%	0%	45.5%	18.2%	27.3%	9.1%	8
	# of Responses	0	0	0	0	0	0	5	2	3	1	
Implement cooperative learning activities for those students who like to work in groups	%	0%	0%	9.1%	0%	0%	0%	0%	54.5%	27.3%	9.1%	8
	# of Responses	0	0	1	0	0	0	0	6	3	1	
Design instruction that matches my students' developmental needs	%	0%	0%	0%	0%	0%	9.1%	18.2%	36.4%	27.3%	9.1%	8.10
	# of Responses	0	0	0	0	0	1	2	4	3	1	
Use my students' prior knowledge to help them make sense of new information	%	0%	0%	0%	0%	9.1%	9.1%	27.3%	27.3%	9.1%	18.2%	7.73
	# of Responses	0	0	0	0	1	1	3	3	1	2	
Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	%	0%	0%	0%	0%	9.1%	18.2%	36.4%	27.3%	0%	9.1%	7.18
	# of Responses	0	0	0	0	1	2	4	3	0	1	

Descriptive Findings of Post Scale.

A few shifts in thinking were evident in post-scale responses when compared to pre-scale responses. As indicated in Table 4, participants continued to rate themselves lower after PD training in areas such as ability to: (a) identify ways how students communicate at home may differ from the school norms ($\mu=7.27$); (b) praise English Language Learners for their accomplishments using a phrase in their native language ($\mu=6$); (c) identify ways that standardized tests may be biased towards linguistically diverse students ($\mu=6.36$); (d) use examples that are familiar to students from diverse cultural backgrounds ($\mu=7.45$), and; (e) identify ways that the school culture is different from my students' home culture ($\mu=7.36$).

Post-scale results point to participant rating as generally high in areas such as ability to: (a) obtain information about students' academic strengths ($\mu=8.91$); (b) determine whether students like to work alone or in a group ($\mu=9$); (c) assess student learning using various types of assessments ($\mu=8.73$); (d) build a sense of trust in students ($\mu=9.18$); (f) establish positive home-school relations ($\mu=8.73$); (g) use a variety of teaching methods ($\mu=9.10$); (h) develop a personal relationship with students ($\mu=8.91$); (i) communicate with parents regarding their child's educational progress ($\mu=9$); (j) structure parent-teacher conferences so that the meeting is not intimidating for parents ($\mu=8.73$); (k) help students feel like important members of the classroom ($\mu=9$); (l) obtain information regarding students' academic interests ($\mu=8.64$); (m) use the interests of students to make learning meaningful for them ($\mu=8.64$); (n) implement cooperative learning activities for those students who like to work in groups ($\mu=8.91$), and; (o) design instruction that matches students' developmental needs ($\mu=8.82$). The overall mean scores of the

post-scale ranged from 6 (in response to “Praise English Language Learners for their accomplishments using a phrase in their native language”) to 9.18 (in response to “Build a sense of trust in my students”) (see Table 4).

Table 4. Post-Scale Results: Culturally Responsive Teacher Self Efficacy Scale

Participant Scale Score		1	2	3	4	5	6	7	8	9	10	Mean
		No Chance	Very Little Chance	Little Chance		50/50 Chance		Good Chance		Very Good Chance	Completely Certain	Score
<i>I am able to...</i>												
Adapt instruction to meet the needs of my students	%	0%	0%	0%	0%	0%	9.1%	9.1%	27.3%	36.4%	18.2%	8.45
	# of Responses	0	0	0	0	0	1	1	3	4	2	
Obtain information about my students' academic strengths	%	0%	0%	0%	0%	0%	0%	0%	36.4%	45.5%	18.2%	8.91
	# of Responses	0	0	0	0	0	0	0	4	5	2	
Determine whether my students like to work alone or in a group	%	0%	0%	0%	0%	0%	0%	9.1%	0%	72.7%	18.2%	9
	# of Responses	0	0	0	0	0	0	1	0	8	2	
Determine whether my students feel comfortable competing with other students	%	0%	0%	0%	9.1%	0%	0%	9.1%	54.5%	27.3%	0%	7.82
	# of Responses	0	0	0	1	0	0	1	6	3	0	
Identify ways how students communicate at home may differ from the school norms	%	0%	0%	0%	0%	9.1%	36.4%	18.2%	27.3%	18.2%	0%	7.27
	# of Responses	0	0	0	0	1	4	2	3	2	0	
Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	%	0%	0%	0%	0%	9.1%	0%	36.4%	36.4%	18.2%	0%	7.55
	# of Responses	0	0	0	0	1	0	4	4	2	0	
Assess student learning using various types of assessments	%	0%	0%	0%	0%	0%	0%	0%	27.3%	72.7%	0%	8.73
	# of Responses	0	0	0	0	0	0	0	3	8	0	
Obtain information about my students' home life	%	0%	0%	0%	0%	0%	18.2%	27.3%	18.2%	27.3%	9.1%	7.82
	# of Responses	0	0	0	0	0	2	3	2	3	1	
Build a sense of trust in my students	%	0%	0%	0%	0%	0%	0%	0%	18.2%	45.5%	36.4%	9.18
	# of Responses	0	0	0	0	0	0	0	2	5	4	
Establish positive home-school relations	%	0%	0%	0%	0%	0%	0%	18.2%	18.2%	36.4%	27.3%	8.73
	# of Responses	0	0	0	0	0	0	2	2	4	3	
Use a variety of teaching methods	%	0%	0%	0%	0%	0%	0%	0%	27.3%	36.4%	36.4%	9.10
	# of Responses	0	0	0	0	0	0	0	3	4	4	
Develop a community of learners when my class consists of students from diverse backgrounds	%	0%	0%	0%	0%	0%	9.1%	9.1%	27.3%	36.4%	18.2%	8.45
	# of Responses	0	0	0	0	0	1	1	3	4	2	
Use my students' cultural backgrounds to help make learning meaningful	%	0%	0%	0%	0%	0%	9.1%	9.1%	36.4%	18.2%	27.3%	8.45
	# of Responses	0	0	0	0	0	1	1	4	2	3	
Use my students' prior knowledge to help them make sense of new information	%	0%	0%	0%	0%	0%	0%	18.2%	45.5%	27.3%	9.1%	8.27
	# of Responses	0	0	0	0	0	0	2	5	3	1	
Obtain information about my students' cultural backgrounds	%	0%	0%	0%	0%	0%	9.1%	36.4%	27.3%	18.2%	9.1%	7.82
	# of Responses	0	0	0	0	0	1	4	3	2	1	
Design a classroom environment using displays that reflect a variety of cultures	%	0%	0%	0%	0%	0%	18.2%	18.2%	45.5%	9.1%	9.1%	7.73
	# of Responses	0	0	0	0	0	2	2	5	1	1	
Develop a personal relationship with my students	%	0%	0%	0%	0%	0%	0%	9.1%	9.1%	63.6%	18.2%	8.91
	# of Responses	0	0	0	0	0	0	1	1	7	2	
Obtain information about my students' academic weaknesses	%	0%	0%	0%	0%	0%	0%	9.1%	45.5%	36.4%	9.1%	8.45
	# of Responses	0	0	0	0	0	0	1	5	4	1	
Praise English Language Learners for their accomplishments using a phrase in their native language	%	0%	18.2%	9.1%	0%	18.2%	0%	18.2%	9.1%	27.3%	0%	6
	# of Responses	0	2	1	0	2	0	2	1	3	0	
Identify ways that standardized tests may be biased towards linguistically diverse students	%	0%	0%	9.1%	9.1%	27.3%	9.1%	9.1%	18.2%	9.1%	9.1%	6.36
	# of Responses	0	0	1	1	3	1	1	2	1	1	
Communicate with parents regarding their child's educational progress	%	0%	0%	0%	0%	0%	0%	0%	27.3%	45.5%	27.3%	9
	# of Responses	0	0	0	0	0	0	0	3	5	3	
Structure parent-teacher conferences so that the meeting is not intimidating for parents	%	0%	0%	0%	0%	0%	0%	9.1%	36.4%	27.3%	27.3%	8.73
	# of Responses	0	0	0	0	0	0	1	4	3	3	
Help students to develop positive relationships with their classmates	%	0%	0%	0%	0%	0%	9.1%	0%	45.5%	27.3%	18.2%	8.45
	# of Responses	0	0	0	0	0	1	0	5	3	2	

Revise instructional material to include a better representation of cultural groups	%	0%	0%	0%	0%	0%	18.2%	18.2%	27.3%	27.3%	9.1%	7.91
	# of Responses	0	0	0	0	0	2	2	3	3	1	
Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	%	0%	0%	0%	0%	9.1%	9.1%	36.4%	9.1%	18.2%	18.2%	7.73
	# of Responses	0	0	0	0	1	1	4	1	2	2	
Model classroom tasks to enhance English Language Learners' understanding	%	0%	0%	0%	0%	0%	0%	9.1%	54.5%	27.3%	9.1%	8.36
	# of Responses	0	0	0	0	0	0	1	6	3	1	
Communicate with the parents of English Language Learners regarding their child's achievement	%	0%	0%	0%	0%	9.1%	0%	9.1%	36.4%	36.4%	9.1%	8.18
	# of Responses	0	0	0	0	1	0	1	4	4	1	
Help students feel like important members of the classroom	%	0%	0%	0%	0%	0%	0%	9.1%	9.1%	54.5%	27.3%	9
	# of Responses	0	0	0	0	0	0	1	1	6	3	
Use examples that are familiar to students from diverse cultural backgrounds	%	0%	0%	0%	9.1%	0%	9.1%	54.5%	9.1%	9.1%	18.2%	7.45
	# of Responses	0	0	0	1	0	1	5	1	1	2	
Explain new concepts using examples that are taken from my students' everyday lives	%	0%	0%	0%	0%	0%	0%	36.4%	18.2%	27.3%	18.2%	8.27
	# of Responses	0	0	0	0	0	0	4	2	3	2	
Obtain information regarding my students' academic interests	%	0%	0%	0%	0%	0%	0%	9.1%	27.3%	54.5%	9.1%	8.64
	# of Responses	0	0	0	0	0	0	1	3	6	1	
Use the interests of my students to make learning meaningful for them	%	0%	0%	0%	0%	0%	0%	9.1%	36.4%	36.4%	18.2%	8.64
	# of Responses	0	0	0	0	0	0	1	4	4	2	
Implement cooperative learning activities for those students who like to work in groups	%	0%	0%	9.1%	0%	0%	0%	0%	36.4%	36.4%	27.3%	8.91
	# of Responses	0	0	1	0	0	0	0	4	4	3	
Design instruction that matches my students' developmental needs	%	0%	0%	0%	0%	0%	0%	0%	54.5%	27.3%	27.3%	8.82
	# of Responses	0	0	0	0	0	0	0	5	3	3	
Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	%	0%	0%	0%	0%	9.1%	9.1%	54.5%	18.2%	9.1%	9.1%	7.36
	# of Responses	0	0	0	0	1	1	5	2	1	1	

Comparison of Findings of Pre and Post Scale Results.

With an independent variable of the PD training and dependent variables of teacher efficacy and cultural proficiency, the researcher hypothesized that the posttest would demonstrate a significant increase in these three areas of cultural proficiency for participants when compared to their responses on the CRTSES (Siwatu, 2007) pre-scale, which was estimated by Cronbach's alpha to be highly reliable with an internal reliability of .96 (Sarker, 2012, p.86).

Individual participant mean scores were calculated for both the pre-scale and post-scale, which were then analyzed by means of a paired t-test. A comparative box plot of the mean pre-scale and post-scale results (see Figure 1) point to elevated scores in the post-scale. In addition, the post-scale results are more symmetrically distributed. Comparison of these scores can also be seen in the pre-scale post-scale scatter plot (see Figure 2) which displays the overall range of concentration in terms of participant scoring.

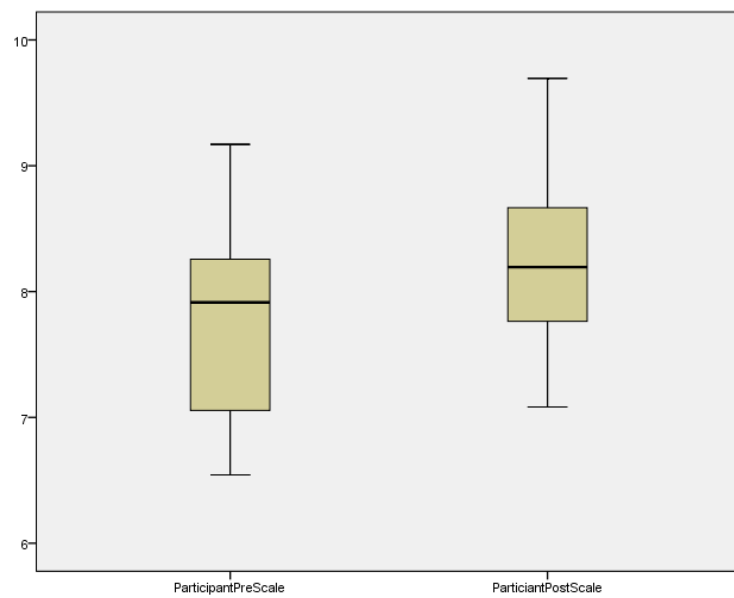


Figure 1. Comparative Box Plot. This figure displays the difference between the average CRTSES pre and post scale scores. As shown, the average pre scale scores are overall lower than post scale scores.

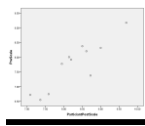


Figure 2. Pre-scale Post-scale Scatter Plot

As indicated in Table 5, the difference in mean between pre-scale and post-scale results was +0.5206. Results point to a significant difference between individual pre-scale responses ($\mu=7.74$, $\sigma=.82$) and post-scale responses ($\mu=8.26$, $\sigma=.76$) with the conditions of $t(10) = -4.584$, $p=.001$. In addition, the testing results indicate a positive correlation ($r=.889$).

Table 5. Mean Pre-Scale & Post-Scale Scores and Differences

I am able to...	Pre-Scale Mean	Post-Scale Mean	Difference
Adapt instruction to meet the needs of my students	7.82	8.45	+0.63
Determine whether my students like to work alone or in a group	8.18	9	+0.82
Determine whether my students feel comfortable competing with other students	7.73	7.82	+0.09
Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture	7.18	7.36	+0.18
Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	6.73	7.55	+0.82
Assess student learning using various types of assessments	7.54	8.73	+1.19
Obtain information about my students' academic strengths	8.54	8.91	+0.37
Obtain information about my students' home life	7	7.82	+0.82
Build a sense of trust in my students	8.73	9.18	+0.45
Establish positive home-school relations	8.73	8.73	+0
Use a variety of teaching methods	8.45	9.09	+0.64
Develop a community of learners when my class consists of students from diverse backgrounds	8.18	8.45	+0.27
Use my students' cultural backgrounds to help make learning meaningful	7.64	8.45	+0.81
Use my students' prior knowledge to help them make sense of new information	7.73	8.27	+0.54
Identify ways how students communicate at home may differ from the school norms	7.36	7.27	-0.09
Obtain information about my students' cultural backgrounds	7.36	7.82	+0.46
Design a classroom environment using displays that reflect a variety of cultures	7.18	7.73	+0.55
Develop a personal relationship with my students	8.82	8.91	+0.09
Obtain information about my students' academic weaknesses	8.45	8.45	+0
Praise English Language Learners for their accomplishments using a phrase in their native language	5.45	6	+0.55
Identify ways that standardized tests may be biased towards linguistically diverse students	6.45	6.36	-0.09
Communicate with parents regarding their child's educational progress	8	9	+1
Structure parent-teacher conferences so that the meeting is not intimidating for parents	8.45	8.73	+0.28
Help students to develop positive relationships with their classmates	8.27	8.45	+0.18
Revise instructional material to include a better representation of cultural groups	7.09	7.91	+0.82
Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	6.73	7.73	+0

Model classroom tasks to enhance English Language Learners' understanding	7.54	8.36	+0.82
Communicate with the parents of English Language Learners regarding their child's achievement	7.82	8.18	+0.36
Help students feel like important members of the classroom	8.91	9	+0.09
Use examples that are familiar to students from diverse cultural backgrounds	7	7.45	+0.45
Explain new concepts using examples that are taken from my students' everyday lives	7.73	8.27	+0.54
Obtain information regarding my students' academic interests	7.91	8.64	+0.73
Use the interests of my students to make learning meaningful for them	8	8.64	+0.64
Implement cooperative learning activities for those students who like to work in groups	8	8.91	+0.91
Design instruction that matches my students' developmental needs	8.09	8.82	+0.73

In terms of the overall range of mean scores, there was a 0.55 increase from the lowest pre-scale to post-scale scores, as well as a 0.27 increase from the highest pre-scale to post-scale scores (see Table 5). This indicates that differences in means of teacher efficacy and cultural proficiency before and after the PD training are likely *not* due to chance. This is statistically significantly at the .001 level (see Table 8).

Table 8. Overall Participant Paired Differences Test

	μ	σ	$\sigma_{\bar{x}}$	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-Scale - Post-Scale	-.52056	.37664	.11356	-.77360	-.26753	-4.584	10	.001

Based on these preliminary findings, there seems to be an association between providing cultural diversity-focused teacher PD training on teacher efficacy and cultural proficiency. Specifically, these findings suggest that providing teachers with cultural proficiency training increases their cultural proficiency and efficacy when working with CLD communities.

However, these findings may not be generalizable due to limitations including small sample size and the homogeneous grouping of participants (see Tables 6 & 7).

Table 6. Participant Paired Samples Statistics

	n	μ	σ	$\sigma_{\bar{x}}$
Participant Pre-Scale	11	7.7370	.81872	.24685
Participant Post-Scale	11	8.2576	.75963	.22904

Table 7. Participant Paired Samples Correlations

	n	Correlation	Sig.
Pair 1 Participant Pre-Scale & Participant Post-Scale	11	.889	.000

End of Session Evaluation Results

This section explores the results of each end-of-session evaluation provided by participants. Participants were provided with an evaluation page at the conclusion of each PD session. These pages consisted of a rating scale for each topic discussed. Evaluations also contained areas to indicate if participants felt that the PD sessions were engaging, motivating, and if they would recommend the PD to a colleague. The scale provided consisted of a general “Yes”, “Sort of”, and “No” checkbox area. Space to handwrite more comprehensive and personalized reviews were provided in the bottom section of each evaluation.

As seen in Table 9 the evaluations indicate that all participants (100% of those whom completed the evaluations) felt that the PD led to a better understanding of: (a) the importance of recognizing and appreciating culture; (b) the importance of knowing self and others as cultural

beings, and; (c) how varying cultural norms could impact one's perspectives, relationships with students and families, and actions.

Table 9. Session Evaluations

Session 1		Yes	Sort of	No
	# of respondents	8	0	0
	%	(100%)	(0%)	(0%)
I better understand the importance of recognizing and appreciating culture	# of respondents	7	1	0
	%	(87.5%)	(12.5%)	(0%)
I better understand the elements of cultural proficiency such as cultural responsiveness, cultural competence, and cultural humility	# of respondents	7	1	0
	%	(87.5%)	(12.5%)	(0%)
I better understand how our beliefs and perspectives impact our classroom and our lives	# of respondents	8	0	0
	%	(100%)	(0%)	(0%)
I better understand the importance of knowing ourselves and others as cultural beings	# of respondents	7	1	0
	%	(87.5%)	(12.5%)	(0%)
This PD was engaging and motivating	# of respondents	7	1	0
	%	(87.5%)	(12.5%)	(0%)
I would recommend this PD to a colleague	# of respondents	7	1	0
	%	(87.5%)	(12.5%)	(0%)
Session 2				
	# of respondents	10	1	0
	%	(90.9%)	(9.1%)	(0%)
I can better identify elements of surface culture verses deep culture	# of respondents	10	1	0
	%	(90.9%)	(9.1%)	(0%)
I have a better understanding of cultural stereotypes and cultural norms	# of respondents	11	0	0
	%	(100%)	(0%)	(0%)
I have a better understanding of how varying cultural norms could impact our perspectives, our relationships with students and families, and our actions	# of respondents	10	1	0
	%	(90.9%)	(9.1%)	(0%)
I can better identify the six points that make up the cultural proficiency continuum	# of respondents	10	1	0
	%	(90.9%)	(9.1%)	(0%)
999I have a better understanding of where I am along the continuum	# of respondents	10	1	0
	%	(90.9%)	(9.1%)	(0%)
Session 3				
	# of respondents	4	5	0
	%	(44.4%)	(55.5%)	(0%)
I can better identify the seven characteristics of culturally responsive instruction	# of respondents	8	1	0
	%	(88.8%)	(11.1%)	(0%)
I learned from my colleagues through shared culturally responsive strategies	# of respondents	5	4	0
	%	(55.5%)	(44.4%)	(0%)
I better understand the elements of differentiation	# of respondents	8	1	0
	%	(88.8%)	(11.1%)	(0%)
I have a better understanding of how to promote a culturally responsive classroom	# of respondents	5	4	0
	%	(55.5%)	(44.4%)	(0%)
This PD was engaging and motivating	# of respondents	5	4	0
	%	(55.5%)	(44.4%)	(0%)
I would recommend this PD to a colleague	# of respondents	5	4	0
	%	(55.5%)	(44.4%)	(0%)

In addition, the majority of participants felt that the PD led to a better understanding of:

- (a) the elements of cultural proficiency such as cultural responsiveness, cultural competence, and cultural humility (87.5% answered “yes”, while 12.5% “sort of”);
- (b) how one’s beliefs and perspectives impact their classroom and lives (87.5% answered “yes”, while 12.5% “sort of”);
- (c) how to identify elements of surface culture verses deep culture (90.9% answered “yes”, while 9.1% “sort of”);
- (d) cultural stereotypes and cultural norms (90.9% answered “yes”, while 9.1% “sort of”);
- (e) the six points that make up the cultural proficiency continuum, as well as where they are within that continuum (90.9% answered “yes”, while 9.1% “sort of”), and;
- (f) how to promote a culturally responsive classroom (88.8% answered “yes”, while 11.1% “sort of”) (see Figure 3).

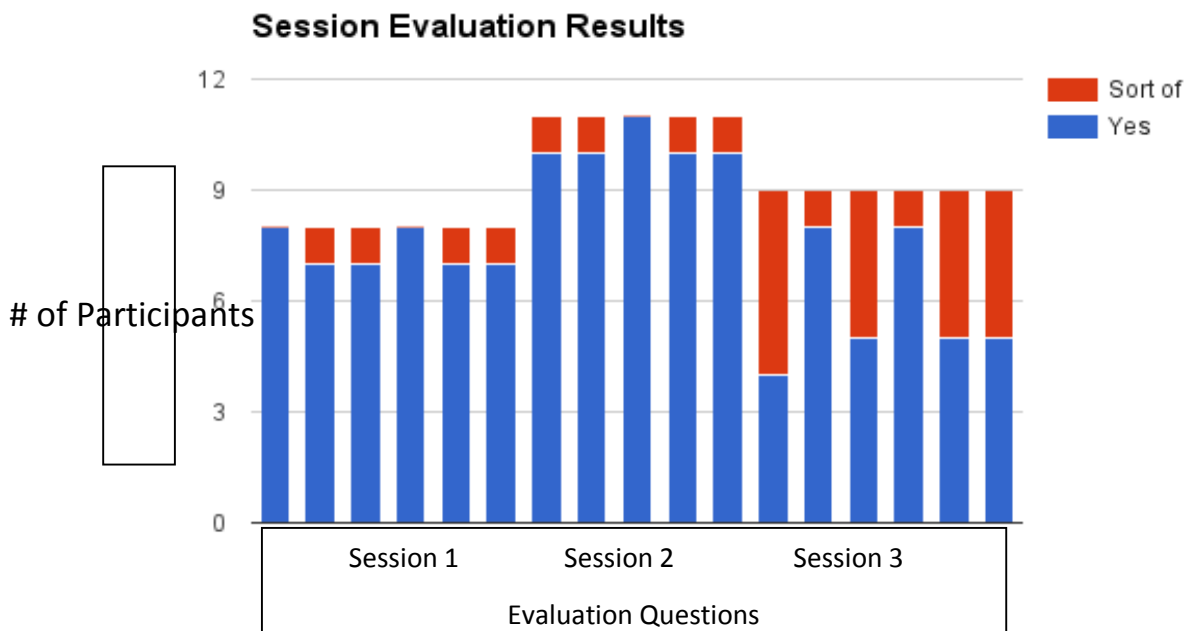


Figure 3. Session Evaluation Results

Areas that were a bit weaker in terms of what participants felt they learned the most included the ability to: (a) better identify the seven characteristics of culturally relevant instruction (44.4% answered “yes”, while 55.5% “sort of”), and; (b) better understand the elements of differentiation (55.5% answered “yes”, while 44.4% “sort of”). One possible cause of these lower evaluative scores could be the manner of PD implementation. These topics were provided somewhat hastily and with limited time for active discussion and reflection due to time constraints. Also, it should be noted that two participants had to leave the second PD session early, which could have possibly impacted their understanding of these topics, as well as in the initial conversations and reflections in the final PD session.

None of the participants answered “no” to any evaluative question at the end of the sessions. Possible reasons for this absence of “no” responses include social desirability, as participants would want to give the impression that they received all information intended even if they did not, in order to follow the process “correctly” (i.e. If it is on the evaluation, it must have been taught, and if it was taught, everyone else will say that they got it.). Desire to please the researcher may also have played a part in this phenomenon, as participants may have taken into account their relationship with the researcher (a fellow colleague in the school), the purpose of the PD training, the importance of the topic in education, and the importance of the intended purpose to the researcher as well as the their school and school district. That introspection may have led to conscious or unconscious wishes to give evaluative praise even when criticism could be provided.

Analysis of the evaluation questions used to determine teacher engagement and responsiveness to the PD, quality of presentation and materials, and success of the intended purpose, indicated a decrease in overall teacher engagement and quality of presentation of

materials. In the initial session, 87.5% of participants answered “yes” to the statements “This PD was engaging and motivating” and “I would recommend this PD to a colleague” while 12.5% answered “sort of” and 0% answered “no”. However, in the evaluation given at the conclusion of the PD, only 55.5% of participants answered “yes” to the statements “This PD was engaging and motivating” and “I would recommend this PD to a colleague” while 44.4% answered “sort of” and 0% answered “no”. Reasons behind the absence of participants answering “no” could include interpretation of the question, social desirability, and desire to please the researcher.

Handwritten feedback from participants in the space provided for personalized perceptions point to three common themes that led to this level of satisfaction in these areas discussed during the PD sessions: (a) ample time for presentation, discussion, and processing/reflection; (b) active engagement through group discussions, individual reflective tasks, and group exercises, and; (c) ease in ability to connect these topics to individual classrooms and lives. For example, one participant stated, “I appreciated the modeling and chance to share ideas.” Another one reflected that they valued “hearing different examples of culturally responsive teaching in practice to use in the classroom.” This data supports the literature asserting that the inclusion of time for critical self-reflection, participation in deep-level critical conversations with trusted peers, experiential activities, and process time, is crucial for increasing cultural proficiency and efficacy when working with CLD populations (Collins, Arthur, Brown, & Kennedy, 2015; Gay & Kirkland, 2003; Han, 2013; Marbley et al., 2007; Pieterse et al., 2013). Based on these findings and the current literature, inclusion of these activities along with sufficient intervals of time to discuss, reflect, process, and debrief, are integral to the success of cultural proficiency PD.

Conclusions

The end of session evaluations provided insight regarding participant satisfaction with the topics covered and the fashion in which they were covered. Every participant was completely satisfied with the presentation of information regarding: (a) the importance of recognizing and appreciating culture; (b) the importance of knowing self and others as cultural beings, and; (c) how varying cultural norms could impact one's perspectives, relationships with students and families, and actions.

Upon reviewing the areas in which the participants rated satisfaction and understanding a bit lower, the researcher noted that the topics highlighted in this block of data mostly were presented under significant time restraints and were therefore hurried. Critical self-reflection and opportunities for courageous conversation within the group were either limited or were not present at all before moving on to the next topics. Handwritten feedback from participants noted recommendations that we return to utilizing "group communication" as a form of reflection and processing, "more communication in the next session", use of the same type of "interactive activities" utilized in prior sessions, and "more time". One participant simply wrote "I'm sorry it was so rushed!" This further suggests that time, reflection, and deeper level courageous conversations with colleagues, is crucial to the success of cultural proficiency PD.

These evaluations also displayed a decline in participant engagement and responsiveness, as 87.7% answered 'yes' to the statements pertaining to their satisfaction in session one in terms of engagement, responsiveness, and quality. In this same evaluation, 12.5% answered "sort of" to these statements. Conversely, only 55.5% of participants answered "yes" to the same statements in the session evaluation given at the conclusion of the PD (a 32.2% decline) while 44.4% answered "sort of" to those same statements (a 31.9% increase). Possible explanations for this

drop in scores are discussed in-depth in the limitations section of this study, and include: (a) lack of time allocated; (b) change in PD plans in terms of activities and opportunities provided to participants, number of participants, number of PD sessions, and propinquity between PD sessions, and; (c) absence, tardiness, or early departure from one or more PD sessions. This data therefore supports the beliefs shared in current literature that adequate time, ongoing and consistent PD training, and meaningful, well-organized PD will likely increase the success of such PD training. The application of a structured model that has a specific goal in mind, such as the Pedersen (2003) five-stage process model for training, may prove to be valuable when providing PD on such a delicate and deep-rooted subject matter.

While the session evaluations illuminated areas of need in terms of the overall quality of the PD sessions, the CRTSES (Siwatu, 2007) provided a thorough picture of how such training can impact cultural proficiency and teacher self-efficacy when working with CLD populations. In accordance with the current literature on themes that typically lead to successful cultural proficiency PD, the researcher concentrated on (a) cultural awareness in terms of self and others; (b) relationship-building with students, and; (c) ability to create and maintain a culturally responsive classroom, when creating and implementing the PD in this study. Based on results of the pre-scale and post-scale, attention to these themes may benefit teachers in terms of their cultural proficiency and self-efficacy when working with CLD populations.

Pre-scale and post-scale comparisons demonstrated the greatest differences in a number of topics. Participants displayed growth of 1.19 points in their ability to assess student learning using various types of assessments. In addition, participant scores increased by 1 point when asked about their ability to communicate with parents regarding student educational progress, and scores increased by 0.91 points when asked about participant ability to implement

cooperative learning activities for students who like to work in groups. An increase of 0.82 points was indicated in participant ability to: (a) determine whether students like to work alone or in a group; (b) implement strategies to minimize the effects of the mismatch between student home culture and the school culture; (c) obtain information about student home life; (d) revise instructional material to include a better representation of cultural groups, and; (e) model classroom tasks to enhance English Language Learners' understanding. Lastly, participant scores increased by 0.81 points in their thoughts on their ability to use student cultural backgrounds to help make learning meaningful.

Major themes in these increased scores include participant ability to understand student needs and preferences, and gather information about students to determine how to reach them at their level. These areas may have increased because they can be associated with good teaching practices and therefore are most likely already rooted in participant mentalities. This ability to connect new learnings to old information may have led to a deeper level of understanding. In addition, these topics and themes were discussed at length in the sessions, as they occurred in blocks of time that were not rushed, they were topics that most interested the participants and led to deeper-level courageous conversations, and they were topics that included concrete examples and ideas as to how to implement strategies in the classroom. Based on these outcomes, PD on cultural proficiency would benefit from providing models and examples of what cultural responsiveness looks like and sounds like in classrooms and in the school community, allowing time for participant sharing out of strategies and ideas, and connecting preexisting knowledge to new learning (Richards, 2007),.

Comparisons between the pre-scale and post-scale indicated no difference, or a negative difference, in some culturally responsive teaching topics (see Table 5). Based on overall mean

scores, participants indicated that was no difference in their cultural proficiency or self-efficacy when it came to their ability: (a) obtain information about student weaknesses; (b) critically examine the curriculum to determine whether it reinforces negative cultural stereotypes, and; (c) establish positive home-school relations. Furthermore, the results indicated a negative impact of 0.09 when it came to participant ability to identify ways that standardized tests may be biased towards linguistically diverse students, as well as their ability to identify ways how students communicate at home may differ from the school norms. Possible explanations for these scores include lack of attention to these themes in the PD, as well as lack of discussion and concrete examples and models. The PD skimmed, but did not fully address biases in the curriculum or in standardized tests. The home-school connection was discussed, and examples of how to increase this connection were given in the PD. However, this matter was presented in a hurried manner where debriefing, reflecting, and group conversations were not possible. One participant indicated in their final session evaluation that they understand the concepts and agree with them, but, would appreciate “more examples and shared discussion of what this would look like in the classroom”. While these scores contradict those discussed earlier regarding home-school connection, the core behind these concepts are different. The home-school connection as it relates to the negative and nil scores deals more with understanding how student home life compares to school, as well as how to establish positive relations between home and school. These ideas involve reaching out and going above and beyond in ways that some teachers are uncomfortable with or need concrete ideas and modelling to accomplish, as the majority of CLD families within this particular school tend to keep their distance. Meanwhile, the home-school connection in terms of the increased scores deal with more with in situations where CLD families are responsive and willing to communicate with the school, and in circumstances where

the participant has a thorough understanding of the student and their background. This speaks to the notion that concrete examples, shared discussion and subsequent collective learning, and plentiful reflection and debriefing time, are indispensable when presenting PD on such ambiguous, uncomfortable, and introspective themes (Elfers & Stritikus, 2014; Musanti & Pence, 2010).

Circling back to the theoretical and conceptual frameworks of this research study, these findings draw a parallel to the overarching concepts of Vygotsky's socio-cultural theory, critical learning theory, metacognitive knowledge, and triadic reciprocal determinism. One consistent theme throughout the study was the inclusion of courageous group discussion to reflect, debrief, connect, and process. Participants expressed appreciation and an absolute need for this colloquial time to be imbedded into PD. The opportunity to engage in social interactions with trusted colleagues, to talk through teacher subjectivities, and to gain perspective from the insights of those with whom these conversations are being had, seemed to have an impact on teacher perception and metacognitions. Such discussions, along with the inclusion of concrete examples and modelling of culturally proficient practices and ongoing critical self-reflection and group discussions that span past the PD, could increase cultural proficiency, as well as the likelihood of transference from PD to the classroom.

Findings suggest that key intended outcomes of the PD intervention were achieved (see Appendix I). While the study concluded before the impact of PD on classroom and school practices could be observed, the group discussions and engagement in sessions demonstrated strong participant buy-in, active participation, and trust within the community of professional learners. Session evaluations, informal comments made by participants at the conclusion of PD, and the results of the CRTSES, indicate that the PD led to a strengthening of participant efficacy

when working with CLD populations. Participants walked away with an enhanced awareness of their own background versus student backgrounds, as well as strategies for creating culturally responsive classrooms. In addition, participants were provided education on and strategies for critical self-reflection and collaborative practices to enhance critical conversations with trusted colleagues that look like them. These foundational steps are crucial in the path towards a culturally responsive school where all students feel capable and welcomed.

Discussion

Limitations

The proposed indicators of fidelity in this study included: (a) teacher attendance of PD, which necessitates that all participants attend all three sessions for the full amount of time allotted; (b) teacher engagement and receiving of intended learning in PD sessions; (c) topics covered during PD sessions to ensure the PD was meaningful and effective, and; (d) teacher engagement and positivity about PD sessions, which would enhance retention and motivate teachers to transfer new knowledge into the classroom, as well as to seek more information on the path towards cultural proficiency.

The testing measure used to collect data could have led to an alteration in findings. Some of the questions within the CRTSES were not directly taught within the PD training sessions, although they did relate to overall culturally proficient teaching methods. In addition, language used in the CRTSES may have possibly effected participant responses, as they may have perceived some of the questions and wording in a manner and context that varied from another participant.

Although the original intent of the study was to gather information from the entire educational staff over the course of 60-90 minute monthly PD sessions (including ongoing micro

educational tasks and assignments between sessions) in span of four months, circumstances within the county and the school led to a decrease in participants to the Student and Staff Engagement PLC (n=11), as well as a decrease in PD training to 3, forty-five minute sessions. This decrease in session time may have led to a reduction in the depth of training, as participants had less time to process information in order to engage in rich discussion and activities. Also, a greater participant size would have brought forth more voices, backgrounds, and perceptions, which could possibly have led to deeper and more enriching discussions.

The small and limited sample size may have led to a significant decrease in reliability and the ability for the study to represent the larger population, as a violation of assumptions may be present. The participants were more homogeneous than they would have been if the sample had been taken from varying schools, districts, grade levels, and communities. Therefore, results may have inflated the difference between pre and post treatment. Moreover, this change in the original study plan led a poor quality of delivery and quality of implementation, as well as a possible extraneous variance in the experimental setting. The quality of delivery was sacrificed, as the researcher had to alter, condense, and cut significant pieces of the training. This also may have led to subpar implementation of treatment, as the presenter had to move somewhat quickly through the sessions, and was forced to leave out portions that would have strengthened participant understanding and appreciation of the information provided. The unpredictable and consistent last minute changes to timing may have distracted the participants or led them to feel tense about the training. This could have in turn, effected their overall experience with the training sessions.

Teacher attendance was also a factor. Although PLC meetings are mandatory, outside factors such as personal or family illness led to some participants missing PD sessions. They did

receive the information at a later date, however, their inability to participate in session discussions and activities most likely impacted their engagement, motivation, and overall understanding of the information provided. Because it was so compacted in nature, participants who were absent during portions of the PD missed crucial information that was needed in order to fully grasp and appreciate the overarching theme of the PD. These missing pieces could have led to participants feeling lost or less interested. In addition, the evaluations and the pre and post-test scales were self-report, which limits the accuracy to participant perceptions and honesty. Social desirability may have played a role in responses, as participants possibly altered their answers in an attempt to please the researcher or to give the impression that they were more culturally proficient and/or have a higher self-efficacy when working with CLD populations than what was actually true. Somewhat related to this would be history of the participants. In the year that this treatment occurred, the school system began a campaign for equity in schools. Because of this, teachers had been exposed to the language and ideas of cultural proficiency. They understood the importance of cultural responsiveness and of their role in becoming more culturally proficient. This in turn could have impacted the observed effect. Additionally, this PD took place during the political elections of 2016, when the topics of immigration and diversity were heated and highly debated. This extraneous variable could have impacted participant perspective and ultimately, the results of the study.

Recommendations for Further Research

Further research would benefit from broadening the scope of study to a wider range of participants. The small, nonrandomized, and restricted sample size utilized in this research study may have possibly led to a decrease in generalizability, as it did not portray a comprehensive range in educational population settings, nor was it able to speak to a broad array of teacher

beliefs and new insights brought forth from the PD training. In addition, the use of another treatment design could increase external validity in areas such as testing effects, biases, social desirability factors, and individual experiences. Incorporating a measure such as the Marlowe Crowne Social Desirability Scale (1960) into data collection could alleviate some of the adverse outcomes that social desirability has on overall results. A treatment design that includes the use of a control group could also increase the validity of a study, as it would produce stronger results when looking at baseline data and outcome causes.

Further research would also benefit from the application of follow up administrative and teacher self-checklists, such as the *Equitable Classroom Practices Observation Checklist* (2010) and the *CLT Classroom Checklist* (Chen et al., 2009), as well as other data collection methods, in order to reduce mono-method bias and to determine the impact of PD in the classroom over time as seen from both a third party and a self-reflective viewpoint. To take this a step further, the use of mixed-methods designs and the inclusion of a variety of qualitative and quantitative data points would most likely increase validity. Moving beyond checklists, future research could explore the inclusion of an assortment of data collection points before, during, and after intervention. Such data collection points could include: (a) interviews with participants and possibly with their students as well, to determine changes in the classroom and atmosphere created by the teacher post-intervention; (b) case studies to determine in-depth the impact of PD training on participants from a variety of backgrounds, school settings, and experiences, and; (c) multiple scales to gain a deeper understanding of the concrete and specific measureable identified areas of focus.

Likewise, as indicated in the limitations section, the measure used to collect data could have led to skewed findings, as some questions within the CRTSES may not have directly related

to areas taught within the PD training sessions and as participant interpretation of questions and language may have varied. Future research could employ different scales or alterations to the CRTSES to ensure that the measurement data thoroughly aligns with the intended outcomes of the PD, and to ensure the language used within the scale is unambiguous and leaves little room for interpretation.

A post hoc analysis which focuses on participant demographics could lead to interesting insight into the overall success of PD aimed at increasing cultural proficiency and self-efficacy when working with CLD students. Disaggregating results and analyzing the data between, for example, white versus non-white participants, years of teaching experience, amount of multicultural coursework and training, and demographics of the focus school/s, could provide a richer understanding of the level of success and how to increase that level of success when providing PD of this nature. Additionally, more research into teacher self-efficacy could concentrate on discrepancies between those with high efficacy and low achieving students, as well as those with low efficacy and higher achieving students.

Recommendations for Practice

Ongoing, purposeful, and intensive cultural proficiency-focused PD could prove to be valuable to our current educational system. When teachers understand and embrace their own culture and limitations, other cultures and the impact on the student-teacher relationship, and the structure of a culturally responsive classroom, their efficacy and ability to reach CLD populations could be positively impacted. The findings of this study support current literature in establishing that, when employing PD as a means to increase cultural proficiency, schools would benefit from training that includes: (a) group discussion; (b) critical self-reflection and debriefing; (c) concrete examples and modelling, and; (d) the ability to connect new information

to preceding knowledge. This desire to learn from and connect to colleagues, to have access to concrete reinforcements, and to link new information to old, ties back to Bandura's Social Cognitive Theory (1986) in that the environment created by the professional learners, as well as the environment in which they are exposed to through examples and modelling, will influence behavior and cultural responsiveness.

Successful group discussion is dependent upon the ability to: (a) establish an atmosphere of safety and trust among professional learners; (b) educate participants in the art of critical self and group reflection; (c) ensure sufficient time has been embedded into the PD sessions for planned and unplanned group discussions to occur; (d) provide probing questions or ideas to arouse group discussion when necessary, and; (e) encourage discussions between participants to extend outside of the PD and into everyday practice.

Icebreakers and shared ground rules could be incorporated into the initial session(s) as a means for establishing a safe atmosphere of trust. In addition, training on critical self and group reflection should be incorporated in the initial sessions in order to increase the likelihood that group discussions are meaningful and purposeful. At times, particularly when the PD topics are uncomfortable, group discussion may be hard to sustain. Therefore, it would be beneficial to create probing questions or ideas beforehand, which participants can be asked to respond to (perhaps in small groups, then to the group as a whole). Along the same lines as this, PD should anticipate unplanned and extensive discussions, and should include time for this natural learning progression to occur so as to not disrupt the flow of the group. Debriefing discussions must occur as well, especially following uncomfortable topics and realizations, as participants will need this time to digest and process new information and metacognitions, to share in this new learning, and to regain a sense of safety and connection with their trusted colleagues. PD implementers

could encourage ongoing discussion beyond the PD sessions by providing “homework” assignments or providing ideas about how to continuously reflect and incorporate cultural critical conversations into grade-level team meetings.

Concrete examples and modelling culturally responsive classroom practices is essential, according to participant feedback and researcher reflections. While participants may be receptive and may agree with data and abstract theories, they need to have a concrete understanding of how to transfer this new knowledge into practice. Examples through case study analysis, films and recordings of culturally responsive classrooms and schools, and a sharing out of culturally responsive practices that teachers currently practice, would provide the foundational understanding of how to transfer knowledge gained in PD. In addition, the inclusion of a guest speaker Q&A session, such as with a CLD parent or community resource, could provide further insight into the CLD population struggle and how teachers can help.

School counselors could use their distinctive position to extend the central elements of PD into the culture of the school. Frequent conversations with staff, observations of classroom practices, analysis of school data, and cultural proficiency-focused staff needs assessments (given quarterly or as deemed necessary), would allow school counselors to better understand teacher needs on a continuous basis and to support administration in determining next steps towards attaining a culturally proficient school community. Their collaborative relationship with various staff member, families, and community, could also be utilized to determine informed and current needs throughout the school year. Furthermore, school counselors have the ability to create and implement schoolwide programs and embed counseling curriculum lessons to further build a welcoming, respectful culture towards CLD students and families.

As indicated in current research and literature, ongoing PD that includes all, or most of the staff, would prove to be much more beneficial on the path to cultural proficiency. Cultural proficiency is a sensitive topic that reflects the current societal insecurities and therefore requires full and consistent buy-in and care from a trusted community of professional learners. Administrators must encourage this subject to be continuously revisited and reflected on, and must establish an environment in which all staff members feel safe and able to share , to recognize personal insecurities and limitations, to ask for help when needed, and to be open to new perceptions and beliefs.

Additionally, providing a needs assessment to CLD students and parents/caretakers to better understand their experiences within the school could contribute to better understanding the significance of the PD. This insight into how the CLD population perceives themselves in terms of their role within the school community could also lead to a better understanding as to next steps in providing ongoing support to teachers in the area of cultural proficiency.

The culture of the United States is changing and evolving at a rapid pace, and it is imperative that the educational system evolves with it. In order to produce valuable members of society, educators must recognize, value, and respond to each student accordingly. They must continually reflect, reevaluate, and alter their thoughts, behaviors, and practices in order to meet the needs of all students. Ongoing cultural proficiency-focused PD is one step in the right direction.

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Appendix A: Teacher Assent and Informed Consent

Johns Hopkins University Teacher Assent and Informed Consent

Title:	Examining teacher self-efficacy and cultural proficiency when working with culturally and linguistically diverse students
Principal Investigator:	Kat McGrady, Doctoral Candidate, Johns Hopkins School of Education
Date:	October, 2016

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is to determine the effectiveness of a 3-part cultural diversity training on the cultural proficiency and efficacy of K-5 teachers at a large suburban public elementary school in the mid-Atlantic region. We anticipate that approximately 11 teachers will participate.

PROCEDURES:

Participants will be expected to participate in three, 2-40 minute cultural diversity training sessions during the fall of 2016. The participants will complete a pre-survey and then a follow up survey at the conclusion of these sessions, regarding their cultural proficiency and efficacy. In addition, participants will complete an evaluation at the end of each session to address their thoughts on the topics covered.

RISKS/DISCOMFORTS:

There are no anticipated risks to participants, as participant responses and results will not be used to individually evaluate them.

Title:	Examining teacher self-efficacy and cultural proficiency when working with culturally and linguistically diverse students
Principal Investigator:	Kat McGrady, Doctoral Candidate, Johns Hopkins School of Education
Date:	October, 2016

BENEFITS:

Benefits to the participants include increased cultural proficiency and self-awareness, strengthened efficacy and understanding of how to create and maintain a culturally responsive classroom, and increased professional collaborative skills.

This study may benefit the school community if results lead to a better understanding of how to increase teacher cultural proficiency. In addition, this study may benefit the culturally and linguistically diverse population of the focus school if expected outcomes lead to increased ability of teachers to successfully work with this population.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Although you will be receiving this professional development as a member of the Staff and Student Engagement PLC, your consent to participating in the study of professional development effectiveness is entirely voluntary. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled. You can stop participation in the study at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please contact Kat McGrady via phone or email: (301) 943-5899, kmcgrad2@jhu.edu

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. All interviews and measures will be examined by the Principal Investigator and research affiliates only (including those entities described above). No identifiable information will be included in any reports of the research published or provided to school administration. Questionnaires will completed electronically will be collected via Google Docs. Interview data will also not include any identifiable information, as names will not be recorded. All questionnaire data will be stored securely in the investigators password protected electronic file, and all interview data will be secured in a locked office. Any electronic files will be erased and paper documents shredded, ten years after collection.

Title:	Examining teacher self-efficacy and cultural proficiency when working with culturally and linguistically diverse students
Principal Investigator:	Kat McGrady, Doctoral Candidate, Johns Hopkins School of Education
Date:	October, 2016

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You may ask questions about this research study at any time during the study by contacting Kat McGrady via phone or email: (301) 943-5899, kmcgrad2@jhu.edu. If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study. By signing this consent form, you have not waived any legal rights that you would otherwise would have as a participant in a research study.

Signature of Participant

Date

Signature of Person Obtaining Consent

Date

(Investigator)

Appendix B: Needs Assessment-Examining Teacher Self-efficacy When Working with CLD

Students, Self-Assessment

The purpose of this research study is to determine areas of need and professional development for teachers when working with culturally and linguistically diverse ESOL populations.

1. College(s) Attended

2. Number of Years in Education

3. ESOL Certification?

- ☐ Yes
- ☐ No

4. Which best describes the community in which you grew up?

- ☐ Rural
- ☐ Suburban
- ☐ Urban
- ☐ Other

5. Please specify your level of multicultural/cross cultural coursework.

- ☐ Have not completed a course covering these topics.
- ☐ Have completed one course.
- ☐ Have completed two courses.
- ☐ Have completed more than two courses.

1 2 3 4 5 6 7

Strongly Disagree

Strongly Agree

6. My understanding of cultural competence is high due to my multicultural training activities (courses, seminars, workshops, etc.).

7. I am very much aware of my own cultural heritage.

8. The elementary school that I attended was very diverse.

9. My level of "cultural competence" is very high.

10. My understanding of and ability to relate to culturally and linguistically diverse ESOL populations is very high.

11. My ability to teach and reach culturally and linguistically diverse ESOL students through various communication styles and modes is excellent.

12. The training (coursework/workshops/professional development/etc.) I have received in terms of reaching culturally and linguistically diverse ESOL students is very informative and worthwhile.

13. My ability to reflect on and alter instruction to meet the needs of culturally and linguistically diverse ESOL students is excellent.

14. My knowledge and utilization of resources when I need assistance in reaching culturally and linguistically diverse ESOL students is very high.

This can be various strategies, lesson plans, qualified colleagues, ect.

15. I have a plan for increasing my awareness and skills when working with ESOL students in the future.

16. I am very skilled when working with culturally and linguistically diverse ESOL students.

17. I feel extremely confident and at ease about working with culturally and linguistically diverse ESOL students in the mainstream classroom.

18. I am fully aware of the services, programs, and trainings available to assist you in strengthening your abilities to work with this population.

19. I am fully aware of the life experiences, cultural heritages, and historical backgrounds of your culturally and linguistically diverse ESOL students.

20. In the last month, I have been actively involved with culturally and linguistically diverse groups outside of your role as a teacher (i.e. social function, community functions, and friendships).

21. I am able to recognize and explain why specific ESOL students in your classroom may be reluctant to seek out help.

22. I can identify ways that your own cultural background might cause conflict with your ESOL students.

23. I am very good at matching this population of students' prior learning to new information.

24. I compensate for the linguistic bias in assignments.

25. I interpret assessment data differently for ESOL students.

26. I am completely prepared to tailor instructional and other services to meet the needs of my ESOL students.

27. I feel that the verbal messages my ESOL students receive are understood as I intended.

28. I feel that the nonverbal messages my ESOL students receive are understood as you intend.

29. I use bilingual or multilingual staff and/or interpreters for meetings, conferences, or other events for parents and family members who may require this level of assistance.

30. I always model developmentally appropriate instructional practices for ESOL students.

32. What do you find to be most challenging with working with ESOL students?

31. What do you consider to be your greatest strengths and biggest areas of improvement when working with ESOL populations?

Appendix C: Needs Assessment-Examining Teacher Self-efficacy When Working with CLD Students, Administrative and Non-Classroom Based Educators (Administration, ESOL, and Para Educators)

1. Number of years in education

2. ESOL Certification?

- Yes
- No

3. Which best describes the community in which you grew up?

- Urban
- Suburban
- Rural
- Other:

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

4. I feel that the mainstream teachers utilize a variety of different communication styles to reach the ESOL population.

5. Mainstream teachers are completely prepared and able to tailor instructional and other services to meet the needs of ESOL students.

6. Mainstream teacher work with ESOL students is very successful.

7. The coursework, training, or professional development experiences that mainstream teachers have had through the school district in regards to meeting the needs of culturally and linguistically diverse ESOL students is successful and meaningful.

8. I feel that mainstream teachers attempt to and succeed in learning and using key words in your ESOL students' languages in order to better communicate with them.

9. Mainstream teacher knowledge and utilization of resources when in reaching culturally and linguistically diverse ESOL students is very high.

10. Mainstream teacher ability to recognize and assist ESOL students when they are reluctant to seek out help is strong.

11. Mainstream teachers are able to actively and successfully use verbal and nonverbal cues to reach their ESOL students.

12. I feel that the verbal messages that ESOL students receive from mainstream teachers are understood as they intend.

13. I feel that the nonverbal messages ESOL students receive from mainstream teachers are understood as they intend.

14. Mainstream teachers are very confidence in working with ESOL students.

15. Mainstream teachers are reluctant to work with ESOL students.

16. Mainstream teachers always model developmentally appropriate instructional practices for ESOL students.

17. What do you consider to be the greatest strengths and biggest areas of improvement in terms of mainstream teachers working with ESOL populations?

18. What do you find to be the most challenging for mainstream teachers when working with ESOL students?

Appendix D: Culturally Responsive Teaching Self Efficacy Scale (CRTSES)

How confident are you that you can do each of the following tasks described below? Rate how confident you are that you can achieve each of the following by indicating a probability of success from 0 (no chance) to 100 (completely certain). The scale below is for reference only: you do not need to use only the given values. You may assign any number between 0 and 100 as your probability.

0	1	2	3	4	5	6	7	8	9	10
No		Very Little		Little	50/50		Good	Very Good		Completely
Chance		Chance		Chance	Chance		Chance	Chance		Certain

I am able to:

1. Adapt instruction to meet the needs of my students
2. Obtain information about my students' academic strengths
3. Determine whether my students like to work alone or in a group
4. Determine whether my students feel comfortable competing with other students
5. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture
6. Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture
7. Assess student learning using various types of assessments
8. Obtain information about my students' home life
9. Build a sense of trust in my students
10. Establish positive home-school relations
11. Use a variety of teaching methods
12. Develop a community of learners when my class consists of students from diverse backgrounds

13. Use my students' cultural backgrounds to help make learning meaningful
14. Use my students' prior knowledge to help them make sense of new information
15. Identify ways how students communicate at home may differ from the school norms
16. Obtain information about my students' cultural backgrounds
17. Design a classroom environment using displays that reflect a variety of cultures
18. Develop a personal relationship with my students
19. Obtain information about my students' academic weaknesses
20. Praise English Language Learners for their accomplishments using a phrase in their native language
21. Identify ways that standardized tests may be biased towards linguistically diverse students
22. Communicate with parents regarding their child's educational progress
23. Structure parent-teacher conferences so that the meeting is not intimidating for parents
24. Help students to develop positive relationships with their classmates
25. Revise instructional material to include a better representation of cultural groups
26. Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes
27. Model classroom tasks to enhance English Language Learners' understanding
28. Communicate with the parents of English Language Learners regarding their child's achievement
29. Help students feel like important members of the classroom
30. Use examples that are familiar to students from diverse cultural backgrounds
31. Explain new concepts using examples that are taken from my students' everyday lives

32. Obtain information regarding my students' academic interests
33. Use the interests of my students to make learning meaningful for them
34. Implement cooperative learning activities for those students who like to work in groups
35. Design instruction that matches my students' developmental needs

Appendix E: Overview of PD Sessions

Time & Key Points	Activity
Day 1 *Critical self-reflection * Self-awareness *Overview of cultural proficiency *How we view self	<ul style="list-style-type: none"> • Creation of shared vision and goal • Quick training on critical self-reflection • PowerPoint: Elements of cultural proficiency • Activities: Herman’s Grid, Quotation Connection, Pie Activity • Debriefing of how our beliefs impact interactions and worldviews
Day 2 *How we view others *Impact on pedagogy and relationships *Cultural norms, misconceptions, clashes, teachable moments	<ul style="list-style-type: none"> • PowerPoint: Surface versus deep cultural, cultural proficiency continuum • Cultural norms and stereotypes • Activities: Culture Jeopardy, cultural stereotype challenge, myself on the continuum
Day 3 *CRT strategies *Self-awareness and reflection	<ul style="list-style-type: none"> • Resources available and how to use them, CRT strategies • Discussion of how we will go about sharing strategies, resources used, and changes in classroom/discussion of CRT and impact on the classroom throughout the year in team meetings and staff meetings (outline how to continue participant engagement) • 7 Characteristics of CRT PowerPoint: Videos and discussions • Closure, debriefing, take-aways

Appendix F: Process Data Collection Matrix II

Fidelity Indicator	Data Source(s)	Type of Measurement	Data Collection Tool	Frequency	Responsibility
Teacher attendance of PD	K-5 teachers at the focus school	Dose	Attendance log	At the end of each PD session	Researcher
Teacher engagement and receiving of intended learning in PD sessions	Researcher	Participant Responsiveness	Percentage of teachers completing end of session evaluations	At the end of each PD session	Researcher
Topics covered during PD sessions	K-5 teachers at the focus school	Adherence	Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007)	Pre-intervention and again at the conclusion of the intervention	Researcher
Teacher engagement and positivity about PD sessions	Mainstream K-5 teachers	Quality of delivery	Teacher rating included on evaluations at the end each session	At the conclusion of each PD session	Researcher

Appendix G: End of Session Evaluations

Cultural Proficiency Training Session #1

Outcomes: PLEASE CIRCLE ONE	Yes	Sort of	No
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I better understand the importance of recognizing and appreciating culture	Yes	Sort of	No
I better understand the elements of cultural proficiency such as cultural responsiveness, cultural competence, and cultural humility	Yes	Sort of	No
I better understand how our beliefs and perspectives impact our classrooms and our lives	Yes	Sort of	No
I better understand the importance of knowing ourselves and others as cultural beings	Yes	Sort of	No
This PD was engaging and motivating	Yes	Sort of	No
I would recommend this PD to a colleague	Yes	Maybe	No

*If not, explain why:

Things I learned....

Things that need improvement....

Recommendations for next meeting....

Cultural Proficiency Training Session #2

Outcomes: PLEASE CIRCLE ONE	Yes	Sort of	No
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I can better identify elements of surface culture versus deep culture	Yes	Sort of	No
I have a better understanding of cultural stereotypes and cultural norms	Yes	Sort of	No
I have a better understanding of how varying cultural norms could impact our perspectives, our relationships with students and families, and our actions	Yes	Sort of	No
I can better identify the six points that make up the Cultural Proficiency Continuum	Yes	Sort of	No
I have a better understanding of where I am along the continuum	Yes	Sort of	No

*If not, explain why:

Things I learned....

Things that need improvement....

Recommendations for next meeting....

Cultural Proficiency Training Session #3

Outcomes: PLEASE CIRCLE ONE	Yes	Sort of	No
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I can better identify the seven characteristics of culturally responsive instruction	Yes	Sort of	No
I learned from my colleagues through shared culturally responsive strategies	Yes	Sort of	No
I better understand the elements of differentiation	Yes	Sort of	No
I have a better understanding of how to promote a culturally responsive classroom	Yes	Sort of	No
This PD was engaging and motivating	Yes	Sort of	No
I would recommend this PD to a colleague	Yes	Maybe	No

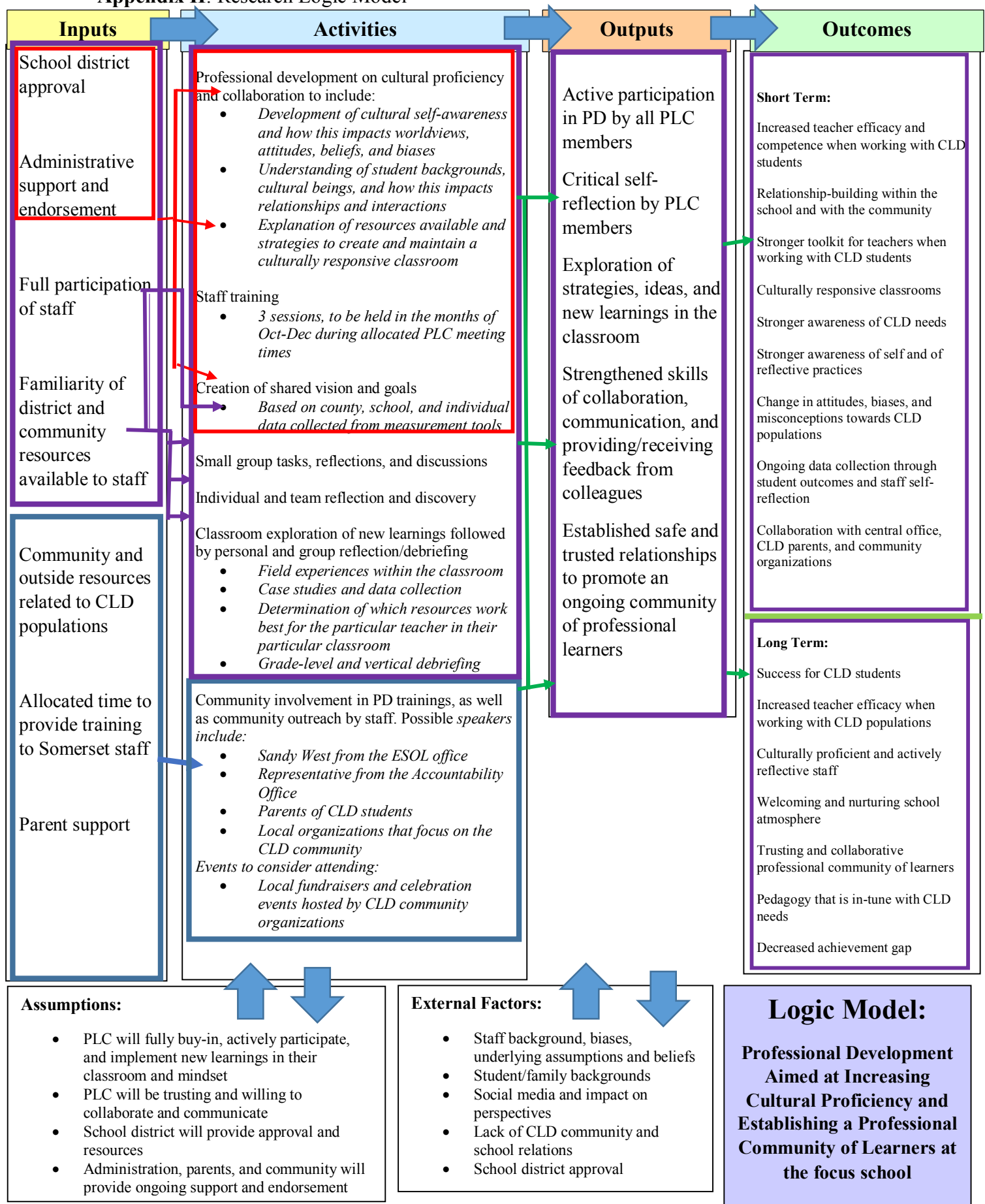
*If not, explain why:

Things I learned....

Things that need improvement....

Recommendations for next meeting....

Appendix H: Research Logic Model



Vita

Katherine received a bachelor's degree in Elementary Education with a minor in History from Salisbury University in 2006. She then received her Master's in School Counseling from Johns Hopkins University in 2012, followed by a Post Master's Certificate in Mental Health Counseling from Johns Hopkins University in 2013. Katherine received her Doctorate in Education with a specialization in Counseling in May of 2017. She is certified in elementary and middle school education, school counseling, pupil personnel work, and is a National Certified Counselor. She holds a license as a professional counselor, as well. Currently, Katherine is school counselor in Montgomery County, Maryland. She is also an instructor for the Johns Hopkins University Teach for America Master's program and works in private practice as a counselor and therapist.